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ABSTRACT

This guide has three sections dealing with information of use to persons involved in teaching English as a second language (ESL) to Cubans. First, it provides information on the current Cuban educational system and the level of literacy found among Cuban adults in Cuba. Secondly, it gives a brief overview of the Spanish spoken in Cuba with special attention to its pronunciation and spelling. Finally, it presents teaching materials that deal with the particular pronunciation problems Cuban students might have in learning English. In this final section, the major points of difference between English and Cuban Spanish pronunciation are presented in chart form and 33 pronunciation lessons are outlined. The lessons consist of minimal pairs, minimal sentences, practice sentences, and notes. A detailed development of the first lesson is given to illustrate how the lessons can be presented to a class. (AMH)

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Refugee Education Guide
General Information Series #25

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Teaching English to Cubans

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October 1981

TEACHING ENGLISH TO CUBAN ENTRANTS

Introduction

We have had three purposes in mind in writing this Guide. First, we want to provide information on the current Cuban educational system and the level of literacy found among Cuban adults in Cuba. Next, we would like to give a brief overview of the Spanish spoken in Cuba--in particular, its pronunciation and spelling. Finally, we want to provide teaching materials which deal with the particular pronunciation problems your Cuban students might have in learning English. We believe that such information will be of use in making both the learning and teaching of English as a Second Language to Cubans more efficient and enjoyable.

Introduction

Objectives

Education and Literacy in Cuba

The educational system in Cuba has undergone radical changes during the last twenty years. Prior to the Castro regime, Cuba had already achieved one of the highest levels of adult literacy in Latin America. As a result of massive literacy campaigns, the current regime in Cuba claims near-universal literacy among its adult population. Although it is not clear just what this claim means in practical terms, one can expect most Cuban adult entrants to have acquired a certain level of proficiency in basic literacy in Spanish. However, it is very likely that there are significant numbers of Cuban entrants who are familiar with the rudiments of literacy in Spanish (basic decoding skills) but are not able to read with comprehension a wide variety of written materials such as newspapers, magazines, etc. This will often be the case with those individuals who have less than a basic primary education (six years or less of schooling in Cuba). As late as 1972, the non-completion rates for students in primary schools in Cuba was approximately 30%. However, there have been adult education campaigns to raise the education level of the adult population. Currently, the Cuban government has as one of its major goals for adult education the attainment of the equivalent of a

Educational System

Adult Literacy

Adult Education

sixth-grade education for all adults in Cuba. This goal was supposed to have been met by 1980. Campaigns of this type are a

Literacy Levels

tacit recognition that not all adults in Cuba have had the equivalent of a sixth-grade education. This strongly suggests that you can expect many of your Cuban students to have difficulties in reading Spanish, and it would be wise to try to determine how well your students can read Spanish in order to anticipate problems in teaching them to read English. If you do not speak Spanish, you may have to rely on the assistance of someone who does in order to determine how well your students read in Spanish.

Cuban Education

The education system today in Cuba is a modification (radical in many ways) of the type of system found throughout Latin America. This system was introduced into Latin America during the 18th century and is based on the French educational system. Education consists of three basic components: primary (six years), basic secondary (three to five years), followed by three to five years of pre-university or technical studies. There is an extensive system of day-care centers (circulos infantiles) where parents are encouraged to leave their children while they are at work. Primary school is mandatory for all children, although the high drop-out rate has been a serious problem. Currently, attendance

Attendance Rates

is not obligatory past primary school (sixth grade). In 1972, while 100% of all children at age 8 attended primary school, only 40% of all children at age 16 were enrolled in pre-university or technical institutes. The government has been considering making attendance at the secondary level (grades 7-10) obligatory for all children. It should be pointed out that the current Cuban regime is very proud of its education achievements. By comparison to other Latin American countries, the levels of education achieved so far in Cuba appear impressive.

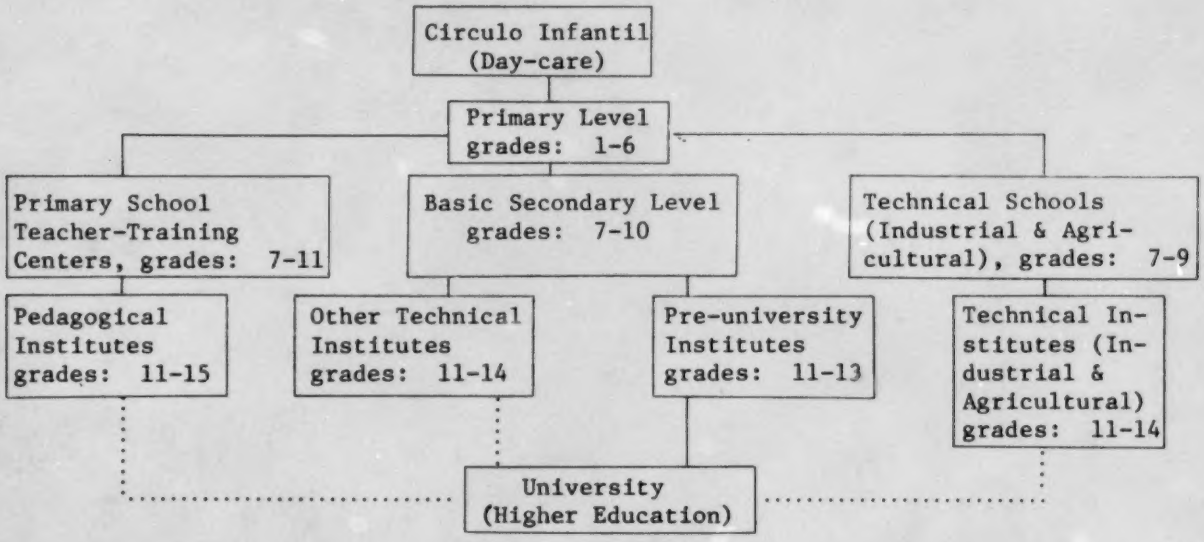
Educational Structure

The Cuban educational system is vertically structured, with all direction coming from a central Ministry of Education. There are no private schools currently operating--all schooling is controlled by the State. The curriculum is uniform throughout the island. One of the primary goals of the Cuban educational system is to bring about popular acceptance of social changes already made in principle.

This means that political indoctrination plays a very important role at all levels of the Cuban educational system. A large amount of instructional time is devoted to political concerns. This makes it very difficult to give American educational equivalencies to Cuban educational experience. In general, primary schooling is roughly equivalent to American grades 1-6; basic secondary schooling is generally equated to American junior high school; pre-university and technical institute experience is broadly equivalent to American senior high school and even, in certain cases, to junior (community) college.

Educational Equivalence

CUBAN EDUCATION SYSTEM


Circulo Infantil (Day-care)
Primary Level grades: 1-6
Primary School Teacher-Training Centers, grades: 7-11
Basic Secondary Level grades: 7-10
Technical Schools (Industrial & Agricultural), grades: 7-9
Pedagogical Institutes grades: 11-15
Other Technical Institutes grades: 11-14
Pre-university Institutes grades: 11-13
Technical Institutes (Industrial & Agricultural) grades: 11-14
University (Higher Education)

The content areas typically found at the primary and basic secondary levels are as follows:

Subject Content

A. Primary

Primary Level

6½ hours of daily instruction:
basic literacy skills in Spanish
basic computational skills
basic composition
ideological orientation

B. Basic Secondary

Secondary Level

26 hours weekly of instruction in 9 or 10 subject areas; there are no elective subjects allowed.

Grade 7: math, physics, biology, geography, history, Spanish, English, technical-industrial training, physical education

Grade 8: above plus chemistry
Grade 9: same as above
Grade 10: same as above, but geography is dropped

High School Level

C. Pre-university Institute

The stress is on scientific and technical content. In many respects, the curriculum is similar to that of a junior (community) college in the U.S., except that the humanities are not stressed. Considerable amounts of time are given over to ideological concerns.

D. Technical Schools

These are equivalent to vocational programs. The purpose of these schools is to produce skilled workers in two or three years. Linguistic and computational skills are stressed. The curriculum contains considerable amounts of ideological orientation.

English Instruction

We should note that in the basic secondary schools, a certain amount of instruction is devoted to English. (No information currently exists on the effectiveness of such instruction.)

Boarding Schools

One of the most radical characteristics of Cuban education practices is that at the primary level, the government is carrying out a massive expansion of boarding schools. It is one of the goals of the current regime to remove children from daily contact with their parents in order to break down the older social structure. At the basic secondary level, a work-study program is being carried out with the specific purpose of destroying all social barriers. To the degree that such goals are actually met, the output of such an educational system will be radically different, both politically and culturally, from pre-Castro Cubans. Such characteristics make it even more difficult to equate Cuban and American educational experiences.

Vocational Training

Depending on the age and educational experience of the adult Cuban entrant, one can expect at least basic literacy to have been achieved, with some vocational training very likely. However, it is quite possible that many of the Cuban entrants did not fare well in the current Cuban educational system, or only received a minimal exposure to it. Consequently, many of the Cuban entrants may not possess adequate mastery over the vocational skills they were trained in or the skills may not be transferable to the American situation.

(The information summarized above is taken from the Area Handbook for Cuba, 1976 edition. For further information, see the Bibliography.)

The Spanish Language Spoken in Cuba

Cuban Language Situation

The official and national language of Cuba is Spanish. All Cuban entrants can be expected to speak some variety of Cuban Spanish. Spanish-speakers refer to their language by the terms Castellano or Español. Castellano (or Castilian) refers to the language spoken in the province of Castile, and is one of several languages spoken in Spain. The form of Castellano (or Spanish) that developed in Cuba shares many characteristics with other forms of Spanish spoken in the Caribbean. The Spanish spoken in the Dominican Republic and Puerto Rico is fairly close to Cuban Spanish in many respects, although Cuban Spanish remains distinctive from these other forms of Caribbean Spanish.

'Castilian' Spanish

All languages are composed of varieties usually called 'dialects' by linguists. No one speaks the English (or Spanish) language--rather, one speaks one or more varieties or dialects of a language. Spanish is spoken by around 200,000,000 people on five continents. Consequently, differences between groups of Spanish-speakers can be expected, in much the same way that differences between groups of English-speakers have arisen (compare Australian, Irish, New York City, Texan, and Cockney forms of English). Cuba has developed several distinct dialects of Spanish. The Spanish spoken in Santiago (eastern Cuba) is distinct from that spoken in the city of Havana.

Social Variation

In addition to geographic variation, there is also social variation in all languages. Consider a native New York City cabdriver (of limited education) and a highly educated native New York City university professor. Both may speak English in such a way that they are both readily identifiable as New Yorkers, but their individual varieties of English will also differ. For example, the cabdriver might not pronounce the r in words such as heart, cart, and York; the university professor will probably pronounce these words with an r-sound most of the time, but will 'drop' the r-sound in certain social situations (informal). This type of variation is called sociolinguistic variation and tells us that geographic dialects are themselves composed of even more complex types of variation. A similar type of variation exists in Cuban Spanish. There is a type of pronunciation that is shared by many educated Latin

Standard Pronunciation

Americans. This type of pronunciation (which is often heard on the radio and television) is acquired in a formal situation--mostly in school. These Cubans are likely to have an s-sound in Hasta la vista ('So long.'), some of the time. Many uneducated Cubans would probably not pronounce the letter s.

Academic Spanish

Unlike the English-speaking world, the Spanish-speaking world has a body of scholars who prescribe rules or spelling, grammatical usage and definitions of words. This body is the Spanish Academy of Language. (Actually, there are many academies since each Spanish-speaking country has its own; the Academy in Spain takes the leading role, however.) Essentially, the Academy has defined

Standardization

how Spanish is to be written. Hence, there is a standardized spelling system that all Spanish-speakers are supposed to use. Also, grammatical usage and word-meanings are prescribed by the Academy. The Academy Dictionary is an 'official' dictionary that specifies which words can actually be used in writing Spanish (along with their prescribed meanings). All Spanish-speaking governments require that the language arts curriculum in primary and secondary schools reflect usage as specified by the Academy. Since the same set of norms are specified for all Spanish-speakers, there is a remarkable

Written Spanish

uniformity in formal, written Spanish throughout the Spanish-speaking world. Written, formal (academic) Spanish has a profound influence on the speech of all Spanish-speakers. It is this influence that accounts for much of the sociolinguistic variation found in all dialects of Spanish. The pronunciation of Spanish has not been prescribed by any of the academies. However, there are two major types of

Forms of Pronunciation

pronunciation that carry great prestige. One form is found in Spain and the other in Latin America. These types of pronunciation have been popularized by the radio, television and motion-picture industries. Latin American prestige pronunciation influences Cuban Spanish (as it does all other Spanish dialects in Latin America). It explains why educated Latin American Spanish-speakers do not all share the same type of pronunciation, so that there are noticeable differences even among the educated in respect to pronunciation.

How well a person can handle the formal, standardized (academic) form of Spanish, and how close this pronunciation comes to

either of the two prestigious pronunciations is an indication of how educated the person is. Revolutionary Cuban Spanish appears not to be an exception in this regard.

The Sounds of Cuban Spanish

Sounds of Spanish

In this section, we will discuss some of the characteristics of Spanish as generally found throughout Cuba. Keep in mind that we are speaking of the sounds, not the letters of the Spanish alphabet. Since both English and Spanish use the same alphabet, it is fairly natural to assume that both languages are pronounced the same way. Unfortunately, this is not always the case.

Sound-groups

In order to understand why your student is having problems with some of the sounds in English, we will have to discuss briefly the notion of the sound-group. Many sounds in English also occur in Spanish; for example, the sounds [m]* and [n] as in may and no. Some sounds in English do not occur in Cuban Spanish, such as the th-sound in thus and the sh-sound in sure. Sounds that occur in English but not in Spanish will be problem sounds for your students. Besides new sounds, there are sounds in English that occur in new positions, for example, the ch-sound of much occurs in Cuban Spanish, but never at the end of a word. These new positions will be problems for your students. One particular problem in learning English pronunciation will be that sounds in Spanish are not grouped the same way in English. For example, the sounds [b] and [v] contrast in English, but not in Spanish. In English we distinguish words with this contrast: beer and veer. In Spanish, the [b] and [v] sounds do not contrast, they form a sound-group. This means that a word like beso, 'kiss', is sometimes pronounced with a [b] sound initially, and at other times with a [v] sound. It is not necessary to go into the rules that account for this alternation in Spanish, but you should keep in mind that sounds within a sound-group will be heard as the same. That is, your student will have to learn to distinguish between [b] and [v] since this contrast is important in English. We will indicate a sound-group by putting a symbol within slashes (/ /).

Sound contrasts

Inventory of Sound-groups

The following is an inventory of the basic sound-groups in Cuban Spanish. You should really notice that Spanish makes fewer contrasts than English--one of the reasons for your students having problems with

* We enclose symbols for sounds in square brackets to distinguish them from orthographic letters (which will be underlined).

English pronunciation.

Spanish Sound-Groups

/p	t	ch	k		/i		u
b	d	y	g				
f	s		h			e	o
m	n	n					
	r	r				a/	
	l		w/				

English Sound-Groups

English has a far more complex sound system:

/p		t	ch	k		/iy	i		u	uw
b		d	j	g		ey	e	ə	o	ow
f	θ	s	sh	h			æ		a	ɔ
v	ð	z	zh							
m		n		ng					ay	
		r							aw	
		l							oy/	
w			y							

(wh)/

While we will not discuss all of the possible characteristics and problems that pertain to Spanish and English phonologies, a list of references can be found in the appendix that fully describe these items.

Vowel Difference

Spanish has five vocalic sound-groups: /a/, /e/, /i/, /o/, and /u/. English has around 14 (or more, depending on how you analyze the vowels in English and on which dialect you might happen to speak). The Spanish sound-groups all have one major realization--there is little variation. English has considerable variation in the realization of its vocalic sound-groups. One further complication is that Spanish vowels are pronounced about the same whether the vowel is stressed (accented) or not. English vowels undergo considerable variation in relation to stress. Most English vowels are reduced to what is called 'schwa' [ə] when unstressed. This role of vowel weakening in English is a major difference between English and Spanish pronunciation.

Consonant Differences

Spanish voiceless stops (/p/, /t/, /k/) do not occur in word-final positions. This is an important limitation in that English /p/, /t/, and /k/ commonly occur in this position (ape, ate, ache). We should also point out that the Spanish voiceless stops lack aspiration (the puff of air that occurs after English voiceless

stops such as pea, tea, key). You will have to teach your students to make this puff of air.

Both English and Spanish have a similar set of sounds symbolized by /ch/. This is the sound you hear in the English word church or chico. Note that Spanish /ch/ does not occur at the end of words. English ch

The Spanish sound-groups symbolized by /b/, /d/ and /g/ are a particular source of problems since these sound-groups include alternations between stops (sounds like [b], [d], and [g]) and fricatives (sounds like [v], [ð], and a sound that does not occur in English, [ɣ]). What this means is that the sound-group /b/ has both b-sounds and v-sounds; /d/ has both d-sounds and th-sounds (th as in then); Spanish /g/ also alternates between g and a sound not found in English--this latter sound-group will not be a major problem. Given that these sounds contrast in English, your students will have a particular problem learning first to distinguish the sounds, then in producing them. Note further, Spanish /b/, /d/, and /g/ do not occur at the end of words. This means that words such as cab and cap constitute a double problem. First, your students will not hear the consonant at the end of the word; second, your student will not distinguish between English [b] and [p] even when he first learns to recognize that there is a sound at the end of such words in English. Note that some Cubans pronounce /b/ as [w] before the vowels [o] and [u]: Cuba is pronounced as [kuwa]. This should be a relatively minor problem. Voiced Stops

The Spanish sound-group represented by the symbol /y/ represents a set of sounds that range from English [j] to [zh] and [y]. This means that the sounds represented by the underlined letters in the following examples are all potential problems since they all will sound like the same sound to your students: leisure, jail, Yale, rouge. English y, j

Cuban Spanish [f], [s], and [h] are pronounced very much like English [f], [s], and [h]. However, Spanish [f] and [s] do not occur in the speech of many Cubans in syllable-final or word-final positions; after, stuff, lass and house. These sounds will be a problem for your students. Note that English has [sh] and [θ] (this sound is like the th in thick) do not occur in Cuban Spanish. Some Cuban Spanish-speakers pronounce the letter s as [h] in Spanish words like esto and mes; other speakers (sometimes the same speaker at different times) will not pronounce the letter s in such words (the same goes for the letters x English Fricatives

and z). This means that words such as last, lass, etc., are particular problems for such speakers, since they will tend to 'drop' the s or pronounce it as [h].

English Nasals

Many Cubans have, as their only nasal sound, an ng-sound before a consonant or at the end of a word:

enfermo	pan	en America
[ng]	[ng]	[ng]

This means that the distinction in the final sounds of English sum, son and sung will be a particular problem since such speakers will pronounce all of these words as if they were all written sung. This syllable-final ng-sound is one of the dominant features of Cuban Spanish.

English l and r

Some Cuban-Spanish speakers will not distinguish between l and r before a consonant or at the end of words. That is, what is written in Spanish as Marta and malta, or mar and mal will be pronounced as [malta] and [mal]. Thus, if you pronounce word-final English [r] and [l], you can expect some of your students to find these a problem. Some dialects of Cuban Spanish drop the r-sound when this sound occurs before a consonant or at the end of a word. These students will also have a problem learning English word-final [r] and [l].

Teaching Pronunciation

How to Teach English Pronunciation

It may appear to you that there are many differences between English and Spanish pronunciation. There are, but the two languages are rather similar in many respects. In general, there are few

New Sounds

sounds that occur in English that do not also occur in Spanish (examples of new sounds for Cuban Spanish-speakers would be the th in thick, sh in shake, the i in pin and the a in pan). However, the main problem for a Spanish-speaker learning English is the new distribution and positions for sounds that also occur in Spanish. For example, the k-sound in thick is similar to sounds that occur in Spanish, but in Spanish such a sound would never occur at the end of a word. Another major problem for the student of English is the dynamic stress of English that tends to reduce unstressed vowels to the neutral vowel 'schwa' (i.e., the final vowel of Rosa or Georgia). The stress position in English can vary depending on the type of word involved: télegraph, telegráphic, telégraphy. As the

stress is shifted, the vowel concerned may sound quite different (notice how the graph part of the three words listed above is pronounced). In Spanish, there is no change in the pronunciation of the vowel, whether stressed or unstressed: telégrafo, telegráfico, telegrafía. The graf part of these three words is pronounced with the same vowel: [a]. It is this alternation in the quality of the vowel due to stress patterns that makes English sound so 'chaotic' to the Spanish-speaker.

Advantages

If you are a native English-speaker, however, you have several factors working in your favor when you teach English to Cuban entrants.

Motivation

The primary advantage that you have is that your students are apt to be highly motivated to learn English. Not only is the language necessary to them for day-to-day existence, but they are also pressured by the need to communicate, and communicating means speaking English--at least outside the home. This motivation will keep the students going long after they--and you--have become exhausted on other grounds, and in rare cases will be sufficient for them to learn English without any formal training at all.

Speech-Model

A second advantage is that the students have access to accurately-pronounced English. (We are not talking here of 'correct' in the grammar-book sense; we are saying that all native speakers of English pronounce English vowels correctly.) Every time Cubans turn on the radio or television at home, or buy shoes, or get on a bus, they are often bombarded with correct examples of the English language.

Native-Speaker

Another advantage you have, if you only speak English, is that you are, by definition, a native speaker for your students to imitate. Whether you speak Florida English or California English or New York City English, you are a native speaker of English; if your students wind up speaking exactly like you do, they will sound like a native speaker, too--which is the ultimate goal for any second-language learner.

Shared Vocabulary

One further advantage you have is that Spanish and English share a considerable body of vocabulary. Even if you don't speak one word of Spanish, you can easily guess what the following Spanish words mean: persona, crisis, plural, hotel, nacion, idioma, importante, eleccion. With just a bit of effort, the following Spanish words can easily be

guessed: lengua, extranjero, universidad, colegio, escuela, estudiante (tongue, stranger, university, college, school, student). Then, of course, English has borrowed many words from Spanish: patio, enchilada, grandee, bolero, rumba, cigar, hammock, hurricane, tornado. Spanish, likewise, has borrowed many words from English: jet, football, soccer, baseball, home-run, strike, pie (these are spelled in English orthography; as Spanish words they might be spelled: yet, futbol, soquer, beisbol, jonron, estraique, pay).

Speaking Spanish

Even not being able to speak Spanish is a factor which can operate in your favor. You will find that very, very quickly--within the first fifteen minutes of your first class with your students--you can establish by gestures enough vocabulary (listen, repeat, all together, and so on) to carry you through until your students can understand more complicated instructions in English. On the other hand, your students have to use English with you--they can't slip back in Spanish when the going gets rough--and this serves as additional motivation for them to learn. With so many factors working to your advantage, teaching pronunciation is by no means the formidable job it might appear to be.

Summary

The following chart summarizes in tabular form the major points of difference between English and Cuban Spanish pronunciation that may result in problems for the Spanish-speaker learning English. As was mentioned earlier, Cubans do not all pronounce Spanish the same in all social contexts. Thus, a considerable amount of phonological variation may be expected. The chart, however, simply predicts the most likely problems for most Spanish-speakers from Cuba. The pronunciation lessons are based on the pronunciation problems summarized on the chart. These pronunciation problems are not the only predictable difficulties in pronunciation, but they are the ones we think justify spending time teaching, since language consists of more than just pronunciation.

Pronunciation Problems for Cubans Learning English

Sound	Position in word:	Why a problem:	Will be confused with:
p 'pin'	before a stressed vowel	will be pronounced without aspiration	will sound like a b to an English-speaker
'tip'	final	does not occur finally in Spanish	b or f, or will be absent entirely
t 'tin'	before a stressed vowel	will be pronounced without aspiration	will sound lake a d to an English-speaker
'at last'	before a consonant	frequently pronounced as a glottal stop in English--a sound non-existent in Spanish	will be absent or confused with k
'late'	final	does not occur finally in Spanish; also, much variation in pronunciation of this segment in English	d or will be absent entirely
k 'kite'	before a stressed vowel	will be pronounced without aspiration	will sound like a g (as in ghost) to an English-speaker
'lake'	final	does not occur finally in Spanish	g (as in lag), or an 'h' sound, or will be absent entirely
b 'back'	before a vowel	there is an alternation in Spanish between [b] and a sound similar to [v]	v 'van'
'lab'	final	does not occur finally in Spanish	p 'lap', v 'love' or may be absent entirely
d 'day'	before a vowel	varies between [d] and [ð]in Spanish	th as in 'they'
'mad'	final	generally absent in Cuban Spanish	th 'bathe' or may be absent entirely
g 'tag'	final	does not occur in Spanish	k as in 'back'; or even as an 'h' sound; may be entirely absent

Sound:	Position in word:	Why a problem:	Will be confused with:
f 'life'	final	does not occur in Spanish	p as in 'lap'; may be entirely absent
'church'	at end of a word	does not occur in Spanish at end of a word; in all cases, no distinction between sh and ch occurs in Cuban Spanish	sh 'lash';
j 'jet'	before a vowel	this sound occurs in Cuban Spanish as one pronunciation variant of Spanish /y/	y 'yet'
'edge'	at end of a word	does not occur in Spanish	'ch' 'etch' or 'sh' 'sash'
m 'yam'	at end of a word	does not occur in Spanish	'ng' 'sing' or may assimilate to point of articulation of following consonant
n 'can'	at end of a word	does not usually occur in Cuban Spanish	'ng' 'sing' or may assimilate to point of articulation of following consonant
ng 'sing'	at end of a word	nasals assimilate to point of articulation of following consonant	'sing the song' [n d]
l 'bill'	at end of a word	Spanish /l/ is always pronounced with 'bright' "l"; English has a 'dark' "l" at end of a syllable	dark 'l' will be interpreted as a back vowel: tall [to] bill [bio]
r 'bear'	at end of a word/syllable	Cuban [r] is either a trill or a flap at the end of a syllable; English [r] is a centering glide which is deleted in many American dialects. In some Cuban dialects, either /l/ and /r/ at the end of a syllable are not distinguished (both pronounced as [l]), or /r/ is dropped and following consonant is doubled	syllable-final English /r/ will often be interpreted as pronounced as a front glide /y/; depending on how instructor pronounces syllable-final r in English, may not be a problem; if instructor deletes syllable-final r , there may be a big problem. English r will be a problem for speakers who do not distinguish /r/ and /l/ or who drop the /r/ in this position

Sound:	Position in Word	Why a problem:	Will be confused with:
y 'yet'	at beginning of a word	Spanish /y/ is often pronounced as [j] in word-initial position; [j] and [y] sound alternate	j 'jet'
v 'very'	initial	not distinguished from [b]	b; sometimes sounds like v
'live'	final	does not occur in Spanish	will probably be absent
th 'thick'	everywhere	does not occur in Cuban Spanish	t or s will occur as substitutes; may be absent in final position
'the'	initial	not differentiated from [d]; will alternate with d	d 'day'
'three'	before /r/	does not occur in Spanish	t as in tree
'breathe'	final	generally does not occur in Cuban Spanish in final word position	will be absent entirely
s 'loss'	word-final	may occur in formal pronunciations; may be pronounced as [h]; usually does not occur at all	will probably be absent in this position
'last'	before a consonant	may occur in formal pronunciation; may be pronounced as [h]; usually does not occur at all	will probably be absent in this position
z 'zoo'	everywhere	generally does not occur phonetically in Cuban Spanish	s before a vowel; absent otherwise
sh 'shoe'	before a vowel	this sound does not occur in Cuban Spanish	ch 'chew'
'mash'	before consonant or at	this sound does not occur in Cuban Spanish	ch 'match' or s 'mass' or may be absent

Sound:	Position in word:	Why a problem:	Will be confused with:
zh 'pleasure'	before a vowel	this sound is not common in Cuban Spanish	j 'jam' of y 'yet'
zh 'rouge'	at end of a word	this sound is absent in this position in Spanish	ch 'match' of j 'edge' or even y 'boy'
ch 'chair'	before a vowel	this sound may alternate with sh in the style of some speakers	sh 'share'
w 'wet'	initial	Spanish /w/ has a pronunciation similar to gw in initial positions generally	gw 'Gwen'
s in initial clusters like spin, skin, stick, skip, smile, etc.	initial	initial clusters starting with /s/ do not occur in Spanish	a word such as spin will have a vowel similar to English /e/ attached to the cluster; the s will probably not be pronounced so that spin is apt to be pronounced as eping , which is similar for other clusters stick: [etik] slip : [elip] skate: [ekeyt] snake: [eneyk] smell: [emel]
all final clusters	final	initial clusters starting with /s/ do not occur in Spanish	a final cluster will most likely be simplified to one sound; the resulting consonant will be treated like other consonants of similar type (this is a very complex problem--just keep in mind that final clusters are a serious problem for Spanish-speakers): books [bug] or [bu] tasks [tæs] or [tæ] camp [kæ] camps [kæns]or [kæng] sometimes, a final cluster is broken up by adding a final vowel (similar to English /e/) books [bukse] or [buhse] bent [bente]

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Sound:	Position in word:	Why a problem:	Will be confused with:
[i] 'pin'	all	this sound does not occur in Spanish; nearest sound is either [i] or[e]	ee as in meet; sometimes e as in pen
[æ] 'pan'	all	this sound does not occur in Spanish; nearest sound is [e] or [a]	e as in pen; sometimes as o in hot
[ə] 'but'	all	this sound does not occur in Spanish; nearest sound is [u] or [o]	a as in hot; often as a sound similar to o as in vote
[u] 'put'	all	this sound odes not occur in Spanish; nearest sound is [a] or [o]	o as in vote; oo as in moot
[ɔ] 'cause'	all	this sound does not occur in Spanish; nearest sound is [a] or [o]	o as in boat; o as in hot
[ə] (weak vowel)	all	unstressed vowels are weakened to schwa (the neutral vowel) in English; Spanish pronounces weak vowels as full vowels--generally substituting a vowel similar to [a] or [o]	o as in hot or above, etc.
Wh-word question	Questions which begin with 'who', 'which', 'how', etc.	intonation pattern may rise instead of falling as in English	rising intonation

Teaching the Lessons

Teaching Pronunciation

The following pronunciation lessons deal with the particular problems that Spanish-speakers--specifically those from Cuba--are likely to have in learning to pronounce English. These lessons will provide you with words and sentences which you can use to teach Cuban Spanish-speakers to distinguish between sounds they are likely to have trouble with, and also to produce the problem sounds so they can be understood by English-speakers. The lessons for the most part consist of minimal pairs, minimal sentences, practice sentences, and notes.

Minimal Pairs

Minimal pairs are pairs of words which differ in only one sound, like bat-vat, meet-mitt, chair-share, and so on. Keep in mind that we are talking about sounds, not spelling: coast and ghost are a minimal pair, despite the fact that their spellings differ in more than one way. (Their phonetic representations [kowst] and [gowst] indicate more clearly that they are minimal pairs.) Minimal pairs are used in pronunciation work to focus students' attention on the fact that a change from one sound to another results in the production of words with different meanings. On being shown that bat and vat are different words, for example, your Spanish-speaking student's attention is focused on the fact that in English the difference between [v] and [b] is important.

Minimal Sentences

Minimal sentences are just like minimal pairs, except that the words are put into sentences, e.g., That's a bat; That's a vat. The difference between minimal sentences should be just that difference you are focusing on. In the sample given, the minimal difference is that between [b] and [v].

Practice Sentences

The practice sentences given in the lesson have been selected to provide your students with multiple occurrences of the sounds in the lesson. We have tried to keep the sentences simple, and in basic tenses, so that they can be used in beginning ESL situations. You will undoubtedly want to make up practice sentences of your own, using sentence structures and vocabulary your students already have. The practice sentences will be to your Spanish-speaking students what tongue-twisters are to English-speakers, and should be approached

in a light-hearted fashion. Be patient! It takes a while to learn to perceive the differences in a second language. Your students will learn soon enough. Remember, even newborn babies take about two years before they begin to speak English.

Notes

The Notes to the Teacher explain why the sounds in the lesson are problems for the Cuban Spanish-speaker, and give suggestions and strategies for dealing with them. In general, we take the approach that consistent use of a sound that English-speakers will understand appropriately is as good, for purposes of communication, as perfect reproduction of the sound English-speakers use. We suggest, for example, that you not waste time trying to teach your students to say English [r], as in red, with the tip of the tongue curled back instead of allowing them to pronounce the [r] with a bit of a trill. Such a pronunciation will be well understood by English-speakers. Of course, a trilled 'r' will be a sign of a foreign accent in English. You will have to weigh the importance of eradicating a trilled 'r' which is readily understood by English-speakers against trying to get your students to make a difference that will contribute to confusion if not made consistently, say the difference between final [m] and [n] as in some vs. sun. You should concentrate on those possible errors that will lead to confusion either in interpreting what English-speakers say or interpreting what your students are saying.

Consistency

Practical Goals

Significant Errors

The minimal pairs and sentences, and practices sentences, are to be used first to teach your students to hear the difference between the sounds in question, and then to pronounce them so they can be understood by English-speakers. After each lesson is taught, spot-correction will help to establish the understandable pronunciation as a habit.

To show you better how to use the lesson, we will work through Lesson One in detail in the following pages.

Teaching the Lessons

Teaching the Lessons

Spanish-speakers will have problems with sounds which occur in English but not in Spanish, or which pattern differently in Spanish and English. These problem sounds can be tackled one by one, first teaching the students to distinguish aurally the sounds they are likely to confuse; then teaching them to pronounce the problem sounds so they can be understood; and finally, helping them to control the understandable

Contrastive Analysis

Teaching b- and v-sounds

pronunciation consistently.

For example, the first lesson deals with the sounds [b] as in boat and [v] as in vote. As the notes to the teacher explain, there is no contrast between [b] and [v] in Spanish. This means that the Spanish word vote (which happens to mean 'vote') can be pronounced with an initial [b] sound or [v] sound. Whichever way the word is pronounced, it still means 'vote'. Now, there are rules that the native Spanish-speaker follows that require him to pronounce a v-sound or a b-sound in certain contexts. These rules are somewhat complex and they've been reviewed earlier, but suffice it to say that b-sounds and v-sounds do not contrast in Spanish. Of course, they do contrast in English, which is the reason the Spanish-speaker must learn to make the contrast. (In English, it makes a great difference whether you are speaking of a bale or veil.) Further, the note to the teacher points out that the v-sound is made by bringing the lower lip close to the upper teeth. In this particular case, teaching the student how to make an English v-sound correctly will assist him/her in learning to perceive and produce the contrast.

Spanish v-sound

However, the Spanish [v] sound will be identifiable as a [v] sound to an English-speaker; thus, spend some time in teaching your student how to produce an English [v] sound, but not at the expense of teaching him more important sound contrasts.

Perception

Teaching Sound Discriminations

1. The first step in teaching [b] and [v] is to get your student to hear the difference between [b] and [v]. and to realize that the difference in sound is what makes words different. This can be done in a number of ways. One way is to make up a set of pictures which show, say, a bat, and a vat. Hold up the picture of the bat and say bat; then hold up the picture of the vat and say vat. Alternatively, if you have a Spanish-speaking bilingual aide, of if one of your students has a wide vocabulary, you can get the minimal pairs translated: write bat and vat on the board, and have your aide or student write the Spanish equivalents next to them.

Aural Distinctions

2. Once you have established that the meanings of words change along with an alternation between [b] and [v], you should teach the students to hear the differences between [b] and [v]. (YOU'RE NOT GETTING THEM TO PRONOUNCE THE PAIRS YET.) One way of doing this is

to list the minimal pairs on the blackboard, e.g.:

1	2
veil	bale
van	ban
very	berry, etc.

Then, pointing to the veil/bale row, say one or the other of the two words, and ask your students to tell you if what you've said is a '1' or a '2' word. (Or you could write the b words on one side of the board and the v words on the other, and have your students point to the proper column. If you have pictures, it would be appropriate to point to those.)

same/different

Another technique for teaching students to distinguish problem sounds is to say pairs of words, and ask the student to tell whether the words are "same" or "different". Say, for example, "van - van"; the student should respond to the words as "same"; and if you say "ban - van", the response should be "different". Carry on at random, until the students respond instantly and correctly.

3. When the students easily distinguish the problem sound in words, go through the same procedure with the minimal sentences. This step is quite important, as outside of class the problem sounds will be buried in sentences or phrases.

Production

teaching sound production

1. When your students clearly hear the difference between [b] and [v], you can go on to teach them how to pronounce the [v]. Most ESL teachers simply ask the students to repeat the words in the minimal pairs one at a time, first with the students repeating in chorus, then individually (this assumes that you have two or more students). What the student does with the difficult sounds, essentially, is to try random pronunciations until he hits on one that sounds good to his teacher. When your students can manage the pronunciation of the problem sounds, you can reverse the activities mentioned above. The students should repeat words for you to judge as same or different, etc. Keep in mind that you are teaching pronunciation, not vocabulary (at least during the execution of these pronunciation lessons). What is important about teaching the contrast between bat and vat is the contrast itself; these specific vocabulary items need not be learned by the student at the same time he is learning to make the

minimal pairs

teaching contrasts, not vocabulary

contrasts. Bat and vat are not particularly useful words to know; they are simply vehicles to teach a sound contrast. In teaching the b/v contrast, any two words that form a minimal pair can be used.

minimal sentence drills

2. When your students are comfortable with the sounds in question, you can go on to drill the minimal sentences. We have listed some of the sentences in phrases, to remind you to start with smaller elements and build up to the whole sentence. Start with phrases from the end of the sentence, and work forward; this will keep your intonation more natural, e.g.:

Teacher:	veil
Students:	veil
Teacher:	cotton veil
Students:	cotton veil
Teacher:	buy a cotton veil
Students:	buy a cotton veil
Teacher:	Mary wants to buy a cotton veil
Students:	Mary wants to buy a cotton veil

If you have more than one student, you might want to begin all repetition exercises being repeated first by an individual student (in this way, the other students can profit from any corrections you might make), then having the entire group repeat.

practice sentence

3. The next step is the practice sentence, which, as we mentioned before, should be approached light-heartedly, like tongue-twisters. (Skip any sentences that require too much explanation of meaning and vocabulary, and make up sentences of your own to supplement the ones we have given.) Drill the sentences the same way as the minimal sentences.

4. As a final step, you should go over any vocabulary you have covered which has [b] or [v] in it; list the words on the board, point out the occurrences of the sounds in question, and have your students pronounce them several times.

Reminding

correcting errors

After you have taught the lesson on [b] and [v], and are sure that your students can both hear and produce the two sounds, you can correct your students' errors on [b] and [v] when these come up in class. Even when your students can pronounce [b] distinctively from [v], they may forget to make the contrast as they concentrate

on other aspects of English; once they have been through the pronunciation lessons on [b] and [v], a quick reminder will help them re-establish the correct pronunciation.

Quick Reminder

General Hints

General Hints

Don't try to correct all the errors your students are apt to make. Making errors is part of the way a second-language learner goes about learning a second language. Keep in mind the proverb, "one learns by making mistakes." However, do try and correct the particular point you are trying to teach. If you are trying to teach the pronunciation of [b] and [v], then try to avoid correcting the omission of the [s] sound when your students try to make the distinction between best and vest. Correct what is at issue; don't get side-tracked. Over-correction will frustrate both your students, and ultimately you.

Student Errors

As you are teaching pronunciation, you should try at all times to keep your own pronunciation natural, and speak at the same pace you normally do. Slowing down your pronunciation, or pronouncing syllables more distinctly than you ordinarily do, hinders rather than helps your students; they have to deal with normally-spoken English outside the classroom. If your students comment that "We understand everything in class, but have trouble outside," you should consider carefully whether they are hearing normally paced and pronounced English from you.

Use natural pronunciation

In some of the lessons, we have indicated that you should probably not insist on perfection in your students' production of a particular sound. Your overall goal should be to make their pronunciation easily understandable by native English-speakers, and to see to it that they understand normally spoken English. Some sounds--notably the English r--are not worth the time it takes to teach perfect pronunciation; if your students can hear English r correctly, and consistently produce something that is an understandable substitute for the r, there is probably no need to spend the necessary time getting them to produce a perfect r sound.

Understandable pronunciation

Keep in mind that teaching pronunciation is not the same thing as teaching spelling. Students should not be expected to learn the spelling of words until they have learned what the words mean. The

Pronunciation and Spelling

Sound Contrasts

purpose of a pronunciation lesson is to teach a sound contrast of some sort. The words used in such lessons are not meant to be learned as vocabulary items. If you look at lesson one, you will quickly discover that it contains such items as bale, lubber, veil, etc. These are not particularly useful words to learn per se.

Using words unknown to the student

There is disagreement among ESL specialists on the advisability of asking students to repeat words and sentences if the students do not know the meanings. Some people feel that using language in such a manner is unnatural--we usually don't use language without meaning. However, an adult learning a second language is engaging in an unusual activity. The task of learning language is accomplished in early childhood, not adulthood. Thus, the learning of a second language in adulthood is tinged with artificiality. Learning to make sound contrasts by using words whose meaning is not to be learned is simply one more artificial activity that we must contend with if we want to learn a second language as quickly as possible--certainly the Cuban entrant does not have 4 to 6 years to learn English in as 'natural' a way as possible.

Focus on Pronunciation

In fact, you will probably find that your students will be relieved not to have to bother with meanings when they are trying to focus on pronunciation. Likewise, they should not have to bother with meanings when they are learning spelling--they should have learned the meanings prior to being introduced to the spelling.

Dialect Variation

One final point. Although your pronunciation of English is an appropriate model for your students to follow, they are apt to run into people who speak a different form of English. There are significant differences between individuals who speak the same geographic dialect. Your students will have to be exposed to other forms of spoken English than just yours. This exposure, however, should be controlled and should serve as a learning experience. Ways that this might be done include:

Exposure to other English dialects

- tape-record a commercial off the radio (you might want to teach the vocabulary contained therein);
- tape-record an item in the evening news;
- have a friend tape one of your lessons;
- invite a friend in to read a passage containing familiar language to your students; invite several friends who might have distinct differences in their speech from yours;

- teach your students a popular song, then bring in a recording of the song and have your students compare your pronunciation with the singer's.

The object of all these activities is simply to allow exposure to different forms of spoken English. This will help bridge the gap between the classroom and the 'outside world.'

Some Structural Differences between English and Spanish

Structural Differences

By and large, Spanish and English have similar rules for forming sentences. However, there are some major differences that will be the source of problems for your students. Some of these problems are described below.

1. Negative sentences in Spanish are formed by placing the word no before the verb. Negation

Yo quiero ir. "I want to go."	Yo no quiero ir. "I don't want to go."
Mi amigo es cubano. "My friend is Cuban."	Mi amigo no es cubano. "My friend isn't Cuban."
Puedo hablar inglés. "I can speak English."	No puedo hablar inglés. "I can't speak English."

English has a complicated way of negating sentences. Sometimes you place the particle not (n't) after the verb (such as with be, may), other times not is placed before the verb, and the auxiliary do is attached to it (don't). Well-prepared ESL materials will introduce the negative particle not in a systematic way. Because of the differences between Spanish and English in regard to negation, you can expect this to be a major learning problem for your students.

2. Spanish can form a question by either switching around the subject and the verb, or by simply using a rising intonation pattern: Question-Formation

Juan habla inglés. "John speaks English."	¿Habla Juan inglés? ¿Juan habla inglés? "Does John speak English?"
Es grande. "It is big."	¿Es grande? "Is it big?"

As you can see, English is complicated (as seen from the Spanish point of view). You will have to spend time practicing both negative and question formation--these patterns will be very difficult for your students to master. Well-prepared ESL materials will be of great assistance to you and your

students in learning question-formation.

Subject Pronouns

3. Spanish does not always require a subject pronoun--the end of the verb tells you who the subject is. The "empty" subject pronoun it (as in It's raining.) has no equivalent in Spanish. Spanish would simply not have any subject pronoun at all in equivalent cases:

Yo hablo inglés.	Hablo inglés.
"I speak English."	"I speak English."

Llueve.
"It is raining."

This means that your student will often simply drop the subject pronoun in English, and will require extensive practice to not do so.

English 'it'

4. The English pronoun it, either as subject of object, will be one of the more difficult things for your students to master. Part of the reason for this is that Spanish does not need to express the equivalent of it in subject position; while in object position, there are two pronouns in Spanish (lo, la), which correspond not only to it, but also to him and her:

Veo un libro.	"I see a book."
Lo compré ayer.	"I bought it yesterday."
Veo una revista.	"I see a magazine."
La compré ayer.	"I bought it yesterday."
Veo a Juan.	"I see John."
Lo vi ayer.	"I saw him yesterday."
Veo a María.	"I see Mary."
La vi ayer.	"I saw her yesterday."

Adding to the problem is the fact that in Spanish object pronouns occur before the verb, while in English they occur after the verb. You can expect the third person subject and object pronouns to be a difficult thing for your students to learn at first.

Articles

5. Spanish uses the definite article (el, la, los, las) in positions where English usually does not:

I study biology.	Estudio la biología.
I like rice.	Me gusta el arroz.

On the other hand, English sometimes uses the indefinite article (a/an) in places where Spanish has no article at all:

I am a doctor. Soy médico.
I am a friend of his. Soy amigo suyo.

These differences in article usage will result in errors of the following kinds:

* I study the biology.
* I like the rice. (rice in general)
* I am doctor.
* I am friend of his.

(Note that we use the asterisk to indicate an unacceptable sentence.) You will have to point out those cases where Spanish and English appear not to follow the same rules of usage for the articles.

Future Tense

6. Spanish has several ways of indicating the future. One way that will prove a source of problems is the use of the simple present tense in Spanish to mark future events: Estudio la biología manana. ("I study biology tomorrow.") Sometimes English uses the simple present tense to mark planned or scheduled events (which, by necessity, occur in the future): I study biology tomorrow. (This sentence means that I am scheduled to do so tomorrow.) While these distinctions might seem too refined, you will have to be alert to your students using the simple present tense in English when he should be using some form of the future tense (be plus -ing: I'm going; be plus going to plus verb: I'm going to go; or with the use of will: I'll go tomorrow). You should point out whatever form you feel is appropriate for any given occasion.

Passive Structures

7. Both English and Spanish have an active vs. passive distinction:

John painted the house. The house was painted by John.
Juan pintó la casa. La casa fue pintada por Juan.

However, Spanish speakers rarely use the passive forms. The forms that substitute for the passive in Spanish are rather complicated to describe, but just keep in mind that passive constructions are a particular source of problems for your students learning English. This is particularly the case where English uses a passive construction without an expressed agent:

Spanish is spoken. (the agent--that is, the person doing the the speaking--is not expressed)

Books are sold in bookstores. (no agent is expressed)

In sentences of this type, Spanish would rarely use the passive form; instead, it would employ a complex structure called the Romance Passive:

(true passive)	El español es hablado.
(Romance passive)	Se habla el español.
(true passive)	Los libros son vendidos en las librerías.
(Romance passive)	Se venden los libros en las librerías.

You can expect your students to have problems learning passive constructions in English given its infrequent occurrence in Spanish.

Prepositional Usage

8. A major source of problems for the Spanish speaker learning English is the difference in prepositional usage between English and Spanish. For example, corresponding to the Spanish preposition en, you will find English in, on, at; you will also find Spanish sobre corresponding to English on, over, above, and on top of. As you can see, there isn't a one-to-one correspondence between Spanish and English prepositions. This will be very confusing at first to your students. In some cases, you may wish to show what the different prepositions mean in English by illustrating them with pictures taken from magazines. For example, you might show an object on top of something, over something, on something, etc.

Differences between Spanish and English

There are many other differences between Spanish and English grammar that can be described. If you are interested in these, you might want to refer to items in the bibliography. Despite what might appear as a bewildering number of differences between English and Spanish, compared to the differences that exist between English and languages such as Chinese, Vietnamese or Khmer, Spanish and English are very similar. However, two major differences between English and Spanish that can be sources of problems pertain to what are called synthetic process and scrambling rules.

Spanish Verbs

Synthetic processes: Unlike English, Spanish has a complicated set of inflectional endings for its verbs. These endings tell the hearer who the person is, the tense being referred to and other information:

English	Spanish
I describe	describo
you describe	describes
she/he describes	describe
we describe	describimos
they describe	describen

English		Spanish		
I described	= describí	or	describiera	or describía
you described	= describiste		describieras	describías
he/she described	= describió		describiera	describía
we described	= describimos		describiéramos	describíamos
you described	= describieron		describieran	describían

There are additional forms of the verb in Spanish that are not indicated here. It is these inflectional endings that allow Spanish to dispense with subject pronouns. Also, because of the rich inflectional system, Spanish does not use so-called modal verbs (may, can, should, would, will, etc.). Thus, this will be an additional source of problems for your students.

inflectional endings

modal verbs

Scrambling rules: Spanish, because of its inflectional system, allows very flexible word order:

scrambling

Juan quiere a María.	"John loves Mary."
Juan a María quiere.	"John loves Mary."
A María quiere Juan.	"John loves Mary."
Quiere a María Juan.	"John loves Mary."
A María Juan quiere.	"John loves Mary."

English, on the other hand, has fixed word-order. Your students will probably be tempted to scramble word order in English. This can make it very difficult to be understood in English: *John Mary loves/*Loves John Mary, etc. Your students will have to learn quickly to try to avoid scrambling word order in English.

Spanish Orthography

Spanish orthography

The Spanish language is written in the Roman alphabet. Although the letters K and W are found in the Spanish alphabet, the letter W is very rarely used, while the letter K is generally used only in relation to the metric system (e.g., kilo, etc.). The only letter that your student is apt to have problems with in writing is the letter W. None of the other letters in the English alphabet should prove a problem insofar as learning to write them is concerned. [This assumes your students are able to read and write Spanish.]

Most of your Cuban students will probably be literate to some degree in Spanish. If the entrant is not literate in Spanish, then you should read the LORC Refugee Education Guide, Teaching ESL to

literacy

Illiterate Adults," before attempting to teach English spelling. Be sure that your student is literate. Ask the student to write (or have someone translate the request for you) a short paragraph describing some aspect of his homelife in Cuba. Even if you don't read Spanish yourself, it should be clear whether he can write or not. If he can write, you can assume that he can read (how well he can perform either of these two tasks is another matter).

ascertain if your student is literate

letters have different values

regularity of Spanish spelling

complexity of English spelling

The main problem in teaching a literate Spanish-speaker to read and write English is simply that the letters in Spanish often have different values from those in English. For example, in Spanish, with the sole exception of the letter H, every letter that occurs in written Spanish is pronounced in a fairly consistent manner---at least insofar as the prestigious pronunciation is concerned. The f-sound in Spanish is always represented by the letter F; the letter F is always pronounced as an f-sound. There is a regular relationship between sound and letter---although it should be pointed out that the relationship is not perfect, there are exceptions. Compare this with the English spelling representation of the f-sound: graph, laugh, fear, differ, etc. English spelling is full of silent letters such as those in hour, chassis, night, mnemonic, pterodactyl, corps, etc. That colonel and kernel are pronounced alike should be a good clue that English can be quite irregular. Despite what would appear to be utter chaos, there is a degree of regularity to English spelling (otherwise few would be able to learn it at all).

spelling problems

The following table discusses some of the salient problems that might arise in teaching English spelling to a Spanish-speaker. The discussion will be from the point of view of English spelling. You should keep in mind that problems arising from differences between English and Spanish orthography are superimposed on problems arising from differences between Spanish and English phonology (systems of pronunciation). For example, the letter K is an infrequent letter in Spanish. Generally, this letter represents similar sounds in both languages. However, when this letter appears in the English word back, a problem arises from a phonological conflict, namely, Spanish does not usually have k-sounds at the end of words. Thus,

pronunciation and spelling problems

the Spanish-speaker learning English spelling will encounter a pronunciation problem, and this will impact on his spelling. Unless the student has mastered the k-sound at the end of a word like back, he will have difficulties both hearing and pronouncing this sound as

well as learning to spell the word correctly. Thus, as a rule of thumb, don't teach spelling of a given word until a consistent pronunciation has been mastered by your student for such a word. This means, in effect, don't teach spelling of words that your student has not yet learned to pronounce.

mastery of consistent pronunciation

ENGLISH LETTER	PROBLEMS YOUR SPANISH-SPEAKING STUDENTS MIGHT HAVE IN LEARNING TO EITHER SPELL OR READ WORDS WITH THIS LETTER	
A	This letter will be a problem. In Spanish, this letter represents a sound similar to the vowel in the English word hot. This is the only value the letter A ever has in Spanish. In English, the letter A may represent various vowel sounds: have, save, are, above, etc. All vowel letters in English are a potential source of great confusion for your student.	letter 'A'
B	The letters B and V are not distinguished in pronunciation in Spanish. To add to the confusion, the letters B and V are sometimes pronounced with a b-sound, at other times with a v-sound. You can count on B being a problem.	letter 'B'
C	Both English and Cuban Spanish often pronounce this letter in similar ways. However, for phonological reasons, the letter C before another consonant or at the end of a word will be a problem (the k-sound does not occur in such word positions in Spanish).	letter 'C'
CH	This combination of letters is a problem, since in Spanish this combination represents a sound similar to the ch in English chair. In English, CH can represent different sounds: chair, character, chic. This letter combination is an excellent example of the need for teaching the pronunciation (and meaning) before the spelling.	letter combination 'CH'
D	The letter D in Spanish can vary between a d-sound and a sound similar to the th in thus. In Cuban Spanish, the letter D is usually not pronounced at the end of a word. The letter D in English can sometimes be pronounced like a sound similar to Spanish r: bidder, caddy, etc. While this r-sound will not be much of a problem for the Spanish-speaker learning English, the fact that English can represent this sound by the letter(s) D(D) or T(T) (as in ladder and latter) is a problem.	letter 'D' letters 'DD' and 'TT'
E	This letter represents a sound in Spanish similar to the vowel in the English word met. However, the English letter E also represents other vowel sounds: me, been. Further, the letter is often silent in English: have, quite. As with all English vowel letters, the letter E is a source of difficulty for the Spanish-speaker learning English.	letter 'E'

EE, EA, etc.	English uses combinations of vowel letters to represent single vowels; this represents an additional source of problems for the Spanish-speaker since in Spanish sequences of vowel letters always represent two or more distinct vowels: compare Spanish sea with English sea.
F	The letter tends to have the same value in both languages.
G	Before the letters A, O, and U, both languages generally have similar pronunciations for the letter G. Before the letters I and E, Spanish pronounces the G as an h-sound, while English has two possible pronunciations: girl, gill, vs. gin, general (words like rouge, beige, etc., are an additional problem). The Spanish-speaker will have to learn a new value for the letter G before the letters E and I.
GH	This letter combination in English is a potential source of problems for the Spanish-speaker. English GH can be pronounced in various ways---it can also be silent: ghost, ghetto, laugh, rough, although, thought, etc. The combination GH does not occur in Spanish.
H	In Spanish, the letter H occurs either in combination with the letter C (as in muchacha) or else it occurs as a silent letter (as in honor, hora, hasta, etc.). In English, the letter H is sometimes silent (as in honor, hour, etc.) and sometimes sounded (as in hole, have). This will be a spelling problem---not a pronunciation problem.
I	This letter always represents in Spanish the sound of vowel in the English word bead. In English, it can have various sounds. In general, the letter will be a problem.
J	In Spanish, this letter represents an h-sound. The Spanish-speaker will have to learn a new value for this letter. This will not be a major problem.
K	This letter represents similar sounds in both languages. However, depending on where in the word the letter occurs, there may be a phonological problem.
L	This letter represents somewhat similar sounds in both languages before a vowel; after a vowel (or at the end of a word), there is a phonological problem (see discussion below).
LL	In Spanish, this letter combination represents a y-sound. Your student will have to learn a new value to the letter combination---a relatively minor problem.

M — Generally pronounced the same way in both languages--except at the end of a word where Cuban Spanish generally does not have m-sounds, a phonological problem causing difficulties in spelling.

N — before a vowel, pronounced the same in both languages. At the end of a word, a phonological problem that will complicate learning to spell words ending with this letter, since Spanish does not distinguish between [n], [m] and [ng] at the end of words.

NG — This combination has the same value in both languages sometimes: tango. This combination does not occur at the end of words in written Spanish. What will be a problem is that the letter N at the end of a word is pronounced with an ng-sound. This will be a big problem. Your students will take a considerable amount of time learning to untangle word-final M's, N's and Ng's. Be extra patient. (It will be easier for your students to learn the correct spelling than the pronunciation, especially at first.)

O — Spanish letter O is pronounced something like the O in Rome. English has various pronunciations for this letter. You can expect a major problem.

P — No major problem since both languages have similar values for this letter. However, English P is sometimes silent (as in corps, etc.). Spanish P does not occur at the end of words.

PH — This letter combination is a minor problem since the combination does not occur in Spanish. Your student will quickly learn to pronounce it as F.

R — If you pronounce all the R's in a word, this will not be a great problem for the Spanish speaker. If you drop your R's, then there will be a serious spelling problem (not pronunciation problem, per se).

If you drop your R's, do not change your pronunciation and sound them. Pronounce the letter R in whatever way is natural for you.

Silent letters are always a problem in learning to spell English words (and not just for Spanish-speakers, but for English-speakers also).

S — This letter can represent a [z] or an [s] sound in English, as well as a [zh] or [sh] sound:

house (verb)	house (noun)	pleasure	sure
[z]	[s]	[zh]	[sh]

Spanish S is usually an s sound, but in Cuban Spanish may be a silent letter:

casa	esto
[s]	o

Thus, the letter S in English is a serious problem since the letter represents various pronunciations, in addition to which it is silent in some positions in Cuban Spanish orthography.

letter combination 'SH'	SH	This is a combination that usually is pronounced as [sh] in English---she, share. Both the sound and the letter combination are absent in Spanish. Thus, both the combination and the sound itself are learning problems.
letter 'T'	T	Generally, both Spanish and English pronounce this letter as [t]. However, English has various pronunciations in addition to [t]: [sh] : initial [ch]: feature in addition to an r-sound flap as in Betty. Where the letter T is pronounced differently from Spanish T, problems can be expected.
letter combination 'TH'	TH	This letter combination has two pronunciations: [θ] : thin, three, bath [ð] : the, thy, then This combination does not occur in Spanish. The sound [θ] does not occur in Cuban Spanish; the sound [ð] occurs as a variation of the sound set /d/. Thus, it is fairly certain that the combination TH will be a source of problems.
letter 'U'	U	This vowel letter has several pronunciations in English (in Spanish, it usually has the pronunciation similar to English oo in moot). Since this letter in English rarely represents a sound similar to Spanish U, it can be considered as a potential source of problems.
letter 'V'	V	This letter occurs in Spanish, but is not functionally distinguished from the sounds for the letter B. A major problem can be anticipated with the teaching of words written with the letter V in English.
letter 'W'	W	This letter is very infrequent in Spanish. The student may have to be taught how to write the letter. For practical purposes, this is a new letter that will have to be learned. The pronunciation ought not to be a major problem.
letter combination 'WH'	WH	This letter combination is a minor problem. The combination does not occur in Spanish. You may pronounce this combination as simply as W: whet and wet are pronounced as [wet]. You may pronounce this combination as [hw]. If you pronounce W and WH the same way, your student will have to master a minor spelling problem; if you pronounce W and WH differently, then your student will encounter one less problem in learning to spell

		English. Under no circumstances should you pronounce wh as [hw] if this is not your usual pronunciation. Your student will soon find out that some speakers of English make the W/WH distinction, while others do not.
letter combination 'WR'	WR	This combination does not occur in Spanish. The W is silent in this combination: write, wrought, etc.
letter 'X'	X	This should not be a problem, since X is pronounced 'ks' in most cases in Spanish: examen, texto. (It might be silent for some speakers before a consonant texto [teto] - in which it would be a problem.)
letter 'Y'	Y	Not a problem.
letter 'Z'	Z	A problem since it will be pronounced as [s] instead of [z]. The [z]-sound does not generally occur in Cuban Spanish.

The names of the letters should be taught rather early. The order of the letters in English is somewhat different from that in Spanish. This should be explained to the student:

names of the letters

Spanish alphabet (used for alphabetizing)
a, b, c, ch, d, e, f, g, h, i, j, k, l, ll, m, n, ñ, o, p, q, r, s, t, u, v, w, x, y, z.

alphabetic order

Note that the letter combinations in Spanish CH, LL, count as singular letters. Thus the following alphabetization order is found in Spanish:

CASA, CERO, CITA, CODO, CUNA, CHATO, CHICO, CHULO
LANA, LIGA, LOSA, LUGAR, LLAMAR, LLORO,
NADA, NIDO, NUDO, ÑAME, ÑU

The alphabetic order in English will have to be taught specifically (a relatively minor problem).

Although teaching English spelling might seem a very complicated task, the task is made a great deal easier if you only teach spelling after your student has mastered the pronunciation and meaning of the words in question. The rules for English spelling are complex and subtle at times. Do not try to give spelling rules to your students. Unfortunately, the most common words in English tend to be spelled in irregular fashion. Learning to write English is a very sophisticated task. Notice how many native English-speakers fail to learn to spell correctly! You should follow what is called the natural order of language acquisition: first you learn to distinguish, then to pronounce, then to read, finally to write.

teaching spelling

Lesson One

[v] and [b]

[v]	[b]
vile	bile
veil	bale
veered	beard
very	berry
vat	bat
van	ban
vow	bow
vote	boat
lover	lubber
river	ribber
rove	robe
live	Lib
curve	curb
curve	curb
on the curve	on the curb
Accidents happen on the curve.	Accidents happen on the curb.
calves	cabs
the calves	the cabs
find the calves	find the cabs
Where did you find the calves?	Where did you find the cabs?
vote	boat
a vote	a boat
entitled to a vote	entitled to a boat
Not everyone is entitled to a vote.	Not everyone is entitled to a boat.
veil	bale
cotton veil	cotton bale
buy a cotton veil	buy a cotton bale
Vicki wants to buy a cotton veil.	Vicki wants to buy a cotton bale.

Notes

1. [b] and [v] are not distinguished functionally in Spanish. This means that sometimes a word beginning, say, with a [b] sound will be pronounced at other times with a [v]-type sound. Written Spanish distinguishes between the letter b and the letter v. The spoken language does not distinguish between words written with one or the other letter. This is a potential source of great difficulty for the Spanish-speaker learning English.
2. Spanish has a [v]-type sound that is produced by bringing the lips together; the English [v] sound is produced by bringing the lower lip close to the upper lip. Indicate to your student that the lips and teeth are involved in producing an English [v] sound. Insist that the student do this in order to distinguish [v] from [b].
3. Keep in mind that the Spanish-speaker has to first realize that there is a pronunciation difference between English [v] and [b].

Lesson Two

[θ] and [t]

[θ] (thank)	[t] (tank)
thick	tick
thigh	tie
thin	tin
thought	taught
three	tree
bath	bat
tooth	toot
math	mat
thin	tin
a thin man	a tin man
He's a thin man.	He's a tin man.
bath	bat
a bath	a bat
I took a bath.	I took a bat.

There are three trees in the yard.
Thank you for the tie.
They both took a bath on the boat.
She taught math.
I thought he taught English.

Notes

1. [θ] as in thank does not occur in Cuban Spanish. Your students are apt to confuse this sound with either [t] or [s]. They will need help in learning to hear the difference between [θ] and [t], as well as between [θ] and [s].

2. [θ], [t] and (for many Cubans) [s] do not occur at end of words. You should first help your students in learning the difference between [θ] and [t] at the beginning of words. After they have mastered that distinction, then introduce the difference between [θ] and [t] at the end of words.

Lesson Three

[θ], [s], and [t]

[θ]	[s]	[t]
thighs	sighs	ties
thank	sank	tank
thick	sick	tick
myth	miss	mitt
bath	bass	bat
kith	kiss	kit
path	pass	pat
mouse		mouth
a big mouse		a big mouth
What a big mouse!		What a big mouth!
team		theme
a good team		a good theme
It's a good team.		It's a good theme.
It's unsinkable.		It's unthinkable.
The pass was open.		The path was open.
Where's the boot?		Where's the booth?
He taught all day.	He sought all day.	He thought all day.

I thought Tom's birthday was last week.
Ruth is too thin.
Sid was singing in the bathtub.
Sam wants some rice.
Thank you for the bat and mitt.

Notes

1. The [θ] sound is the one spelled <u>th</u> in <u>thin</u>, NOT the sound spelled <u>th</u> in <u>then</u>. The <u>th</u> sound in <u>then</u> will be worked on later.
2. The [θ] sound does not occur in Cuban Spanish. It does occur in some of the dialects spoken in Spain. Most Spanish-speakers are aware that Spaniards pronounce words written with the letter <u>c</u> or <u>z</u> as [θ]: <u>cinco</u> [θinko] in Madrid, but [sinko] in Cuba. You might wish to draw attention to this.
3. [θ] is apt to be confused with [s], although [t] is also likely. This is due to the fact that this sound does not occur in Cuban Spanish. The Cuban Spanish-speaker will readily distinguish between [s] and [t] (in the beginning of words).

Lesson Four

[p], [t], and [k] at the ends of words

[p]	[t]	[k]
sap	sat	sack
sip	sit	sick
cape	Kate	cake
whip	wit	wick
cope	coat	Coke
sop	sot	sock
sheep	sheet	sheik
weep	wheat	week
map	mat	Mac
wrap	rat	rack
lip	lit	lick
creep	Crete	creak
cope	coat	Coke
to cope	a coat	a Coke
I need to cope	I need a coat.	I need a Coke.
sheep	sheet	sheik
the sheep	the sheet	the sheik
Look at the sheep!	Look at the sheet!	Look at the sheik!
It's a big map.	It's a big mat.	It's a Big Mac.
He bought a cape.	He bought a cake.	He bought a Mack.
He found a wrap in the lab.	He found a rat in the lab.	He found a rack in the lab.

When do they reap the wheat?
Kate is weak from being sick.
She bought a cape and a coat.
That cake is too sweet.
Jake wrote a note to Pat.
Coke is her favorite drink.
Mack drew a map on a mat.

Notes

1. Word-final [p], [t], and [k] do not occur in Cuban Spanish. Your students will have some difficulty in learning to recognize the differences between these three consonants. Before you have them repeat words ending in any of these three consonants, be sure your students recognize the differences first.

2. In correcting your students' pronunciation of the word sheep, for example, they might mispronounce the initial consonant (as cheap). Focus your correction only on their pronunciation of the final [p]; correcting everything at the same time may be counterproductive.

Lesson Five

[y] and [j] in initial and medial positions

[y]	[j]
use	Jews
you	Jew
yam	jam
Yale	jail
yellow	jello
yip	gyp
year	geer
weighing	waging
saying	saging
yams	jams
sweet yams	sweet jams
I like sweet yams.	I like sweet jams.
Yale	jail
to Yale	to jail
He went to Yale.	He went to jail.
That's a bad yolk.	That's a bad joke.

Hugh and George are Jewish.
Jack gypped you yesterday.
She used up the bowl of yellow jellow.

Note

1. Sounds similar to [y] and [j] occur in Cuban Spanish, but are not used to distinguish between words. A word such as yeso is sometimes pronounced as [yeso] and other times as [jeso]. Rules govern the alternation in pronunciation. English always makes a distinction between [j] and [y]. Thus, the Cuban Spanish-speaker will have to learn to make a distinction not normal in Spanish. The rules in Spanish are so ingrained that it is difficult to readily learn the distinction between [j] and [y]. This, of course, is the source of one of the most characteristic traits of a Spanish accent in English.

Lesson Six

[ð] and [d]

[ð] as in <u>th</u>en	[d] as in <u>d</u>en
they	day
their, there	dare
the	
them	
this	
that	
these	
those	
father	fodder
brother	
worthy	wordy
father	fodder
no father	no fodder
They have no father.	They have no fodder.
worthy	wordy
He isn't worthy.	He isn't wordy.

They're my brothers.
Those were the days...
This is my father.
My father and mother were there.
We talked about the weather

Notes

1. Spanish /d/ can be realized as either a <u>d</u>-sound (as in <u>d</u>ust) or a <u>th</u>-sound (as in <u>th</u>us). These two sounds can never be contrasted in Spanish, thus this contrast is a very difficult one for the Spanish speaker to master. It will take time for your student to master it. You might want to repeat this lesson several times, say in intervals of about one week apart.

Lesson Seven

Final [m], [n], and [ng]

[m]	[n]	[ng]
ham		hang
clam	clan	clang
tam	tan	tang
Kim	kin	king
	lawn	long
	thin	thing
them	then	
simmer	sinner	singer
sum	sun	sung

clan
the clan
The clan was noisy.

clang
the clang
The clang was noisy.

kin
our kin
Our kin came to the house.

king
our king
Our king came to the house

tan
a tan
He has a tan.

tam
a tam
He has a tam.

ham
Ham it up.

hang
Hang it up.

Our team won the game.
It's time to go home.
I'm cooking the ham for Tim.
Marianne got a fine tan on vacation.
The king rang the gong.
The young bird broke its wing.

Notes

1. This is one of the most difficult contrasts to master in English for any Spanish-speaker. It will take a long time. You should repeat this lesson many times, say once a week or so.

2. [m], [n], and [ng] do not contrast in Spanish at the end of words, or, for that matter, at the end of a syllable. The most frequent nasal sound at the end of a word in Cuban Spanish is [ng]: pan [pang] 'bread', sin [sing] 'without', hablan [avlang] 'they speak.' Some Cubans pronounce all syllable-final nasals as [ng]: un peso [ung peso] 'one peso', an'an [angdang] 'they walk.' What this means is that many of your students will not hear nor pronounce the differences between sum, sun, and sung; some of your students may also pronounce gander as "gangder," dumping as "dungping" and lantern as "langterng." You should try to concentrate on teaching the different nasal sounds at the end of words first. The different nasal sounds within words is a problem, but it will be easier to take care of once the student can hear and pronounce the differences at the end of words.

Lesson Eight

[e] as in bet and [æ] as in bat

[e]	[æ]
pen	pan
bed	bad
said	sad
left	laughed
letter	latter
guess	gas
men	man
ten	tan
beg	bag
wreck	rack
met	mat
kept	capped
mess	mass

pen	pan
the pen	the pan
The pen is dirty.	The pan is dirty.
men	man
the men	the man
Call the men!	Call the man!
left	laughed
They left.	They laughed.

Send the letter to the man.	He said he was sad.
They laughed and I left.	The sad cat looked very fat.
He wants some gas, I guess.	Betty said she was glad.
Say something glad, not sad.	The man kept the bag.
This is a bad bed.	Ken can do it.

Note

1. Spanish lacks the distinction between the vowels in words like man and men. At times, the vowel in ran will also be confused with the vowel in Ron. You can expect your student to have considerable problems learning the vowel in words like cat, fat, tan.

Lesson Nine

[a] as in hot and [æ] as in hat

[a]	[æ]
hot	hat
rot	rat
pop	pap
top	tap
con	can
Don	Dan
John	Jan
sod	sad

Don	Dan
That's Don.	That's Dan.

John told Jan to wear a hat.
Ron ran home.
It's too hot to wear a hat.
Tap the top of the window.
The cat chased the rat.
Sam likes hot popcorn.

Note

1. You will find that many of your students will confuse the vowel sound [æ] with the vowel [a]. This is due to the fact that the vowel [æ] does not occur in Spanish. In fact, it is produced midway between Spanish /a/ and Spanish /e/. This is the reason why it is difficult for the Spanish-speaker to distinguish and produce vowels of the type found in cat, sad, etc.

Lesson Ten

[uw] as in pool and [u] as in pull

[uw]	[u]
pool	pull
fool	full
suit	soot
cooed	could
Luke	look
wooed	wood

Yes, she cooed.
The suit was black.
She stewed it for an hour.

1. A. What's Sue doing?
   B. She's looking for her boots.

2. A. Would you put on this suit?
   B. I would, if I could.

3. A. Should I clean the pool?
   B. The sooner you do it, the better.

Notes

1. [u] as in pull does not occur in Spanish. Your student will confuse it with the vowel as in pool or as in pup. In general, this vowel will sound to your student like the vowel in Spanish su or sol. This will be a difficult contrast both to distinguish and produce at first.

1. This is one of those pronunciation problems that should be attended to after other contrasts have been learned. Do not spend a lot of time on this distinction. The [u] - [uw] distinction in English has a relatively low functional load--that is, not too many words can be contrasted with just this vocalic difference.

Lesson Eleven

[æ], [e] and [a]

[æ] as in band	[e] as in bend	[a] as in bond
add	Ed	odd
band	bend	bond
axe	ex	ox
can	Ken	con
rack	wreck	rock
sad	said	sod
laughed	left	loft
bag	beg	bog
rack	wreck	rock
a rack	a wreck	a rock
They found a rack in the lab.	They found a wreck in the lab.	They found a rock in the lab.
He avoided the wreck	He avoided the rock.	
He made a big racket.	He made a big rocket.	
She was very bland.	She was very blond.	
Step over there.	Stop over there.	
He was embarrassed to bag.	He was embarrassed to beg.	
The mouse was in the bag.	The mouse was in the bog.	

1. A. Where's the black cat?
   B. It's under Ed's cot in the den.

2. A. Did you pack your floppy black hat?
   B. No, you can't pack a hat in a knapsack.

3. A. Stan dropped the can of pop.
   B. Ken, get me the mop.

4. A. Did Ed think it was odd to add the numbers?
   B. No, but he laughed when I left the loft.

Note

1. Your students will not have any particular problems pronouncing [e] and [a], since there are similar sounds in Spanish to these two vowels. However, the problem that will arise is in relation to [æ] since such a sound does not occur in Spanish and will sometimes sound like [e] and other times like [a] to your students. This is an important distinction that your students will have to learn and is worth spending time teaching it.

Lesson Twelve

[i] as in bit and [iy] as in beet

[i]	[iy]
bit	beat
mitt	meat
rid	read
tin	teen
live	leave
strict	streaked
lid	lead
bin	bean
dim	deem
gin	Gene
hip	heap
Tim	team
bid	bead

sheep	ship
a big sheep	a big ship
It's a big sheep.	It's a big ship.
lead	lid
the lead	the lid
We took the lead.	We took the lid.

He's sleeping. He's slipping
Can you feel it? Can you fill it?

He's leaving. He's living.
Jim bit the dog. Jim beat the dog.

Is this drill difficult? No, it's easy.
How many figs did you eat?
He's eating peaches.
I need a dish for the meat.
Can you reach it?
Gene does not like to drink gin.
Tim joined the team.

Notes

1. The vowel [i] as in bit does not occur in Spanish. This vowel will sound like the vowel in Spanish si to your students. Consequently, you can expect your students to have difficulty in distinguishing and producing the two English vowels [i] and [iy] as in bid/bead. The distinction is an important one in English so that you should spend some time in getting your students to perceive first the differences and then trying to get them to produce the two different vowels consistently. Plan on returning to this exercise several times.
2. The vowel [i] as in sit is about halfway between the Spanish vowels [i] and [e]. This means that your students will sometimes confuse the vowel in sit with the vowel in set.

Lesson Thirteen

[iy], [i], and [e]

[iy] as in beet	[i] as in bit	[e] as in bet
beat	bit	bet
peak	pick	peck
scene	sin	send
leafed	lift	left
reach	rich	wretch
neat	knit	net
feel	fill	fell
meet	mitt	met
cheat	chit	Chet
teen	tin	ten
peen	pin	pen
ream	rim	rem
reek	Rick	wreck

beat	bit	bet
beat it	bit it	bet it
He beat it.	He bit it.	He bet it.
scene	sin	
a scene	a sin	
What a scene!	What a sin!	
lift	left	
lift it	left it	
We lift it.	We left it.	
We feed the sheep.	We fed the sheep.	
Don't sleep on the deck of the ship.	Don't slip on the deck of the ship.	

Please sit here in this seat.
Brett didn't win the bet.
Those men are mean.
Do you still steal?
This lesson is easy.
Did Dennis get his check?
Rick was involved in a wreck.
Chet saw a neat net.

Note

1. Your students will not have any particular problem distinguishing [iy] and [e] as in seat and set. There are similar vowels in Spanish to these. However, the English vowel [i] as in sit is produced midway between the Spanish vowels /i/ and /e/ as in si and se. Thus, your student will sometimes hear the "short" i as either [iy] or [e]. Likewise, he will encounter some problems in learning to pronounce the "short" i consistently. These vocalic distinctions are important to learn in English. You will have to return to this lesson several times.

Lesson Fourteen

[ɔ] as in caught and [ow] as in coat

[ɔ]	[ow]
caught	coat
bought	boat
wrought	wrote
taught	tote
naught	note
maw	Mo
raw	row
law	low
doll	dole
call	coal
paw	Poe
saw	so
Waugh	woe
slaw	slow

saw	sew
saw the coat	sew the coat
They saw the coat.	They sew the coat.

Dawn caught her coat.
The raw materials were in a row.
So Mo said he saw it.
Call the coal company.
The tall man took the toll.
My cat Poe hurt his paw.

Notes

1. The sound [ɔ] is absent from Spanish. This sound in English is produced midway between Spanish /o/ and Spanish /a/. For this reason, the sound [ɔ] will sometimes sound like [o] and at other times like [a] to your Spanish-speaking students. If your students identify [ɔ] as [a], and learn to do it consistently, they will have few problems making themselves understood. The goal here is to assure that your students make a consistent differentiation between [ɔ] and [ow].

2. As noted earlier, many Americans do not consistently distinguish between [ɔ] and [a]. However, all English-speakers do contrast the vowels in law and low. Do not spend much time on the [ɔ] and [a] distinction, but do stress the [ɔ] and [ow]contrast.

Lesson Fifteen

[ɔ] as in caught and [a] as in cot

[ɔ]	[a]
caught	cot
sought	sot
wrought	rot
taught	tot
naught	not

John taught the tot.
The effort was not for naught.
The cot was caught by the wind.
The doctor fought dry rot.
Dan ought not to have bought it.

Notes

1. The [ɔ] and [a] is a different distinction for the Spanish-speaker to make. Spanish lacks a vowel similar to [ɔ]. To your student, [ɔ] will sometimes sound like his Spanish /a/ and at other times, like his /o/. This is another case where English has a distinction midway between two Spanish vowels.

2. Many Americans do not distinguish between [ɔ] and [a]. Many dialects in the Rocky Mountain area of the United States pronounce words such as caught and cot with the same vowel: [a]. The distinction is obviously not very critical since people from the Rocky Mountain area do not have any problems speaking English with people who do make a distinction between [ɔ] and [a]. If you make a distinction between [ɔ] and [a], you should try to teach it to your students. However, we would predict that your students will have a problem making and hearing the difference. You should settle for having your students pronounce [ɔ] as [a]. But, note that since [ɔ] is midway between Spanish /a/ and /o/, often your students will hear [ɔ] as [o]. This will be a source of pronunciation difficulties since most English-speakers do distinguish between words such as caught and coat. The distinction between [ɔ] and [a] is not crucial (given the fact that many native-English-speakers do not make the contrast) and you should not spend too much time on it.

Lesson Sixteen

[a] as in cot and [ə] as in cut

[a]	[ə]
cot	cut
cod	cud
cop	cup
cob	cub
Don	done
dock	duck
sop	sup
Ron	run
wan	won
pot	putt
bought	but
rob	rub
the dock	the duck
near the dock	near the duck
The boat was near the dock.	The boat was near the duck.
rob	rub
to rob	to rub
to rob the gold	to rub the gold
The king wants to rob the gold.	The king wants to rub the gold.

Don has done his homework.
Ron likes to run.
He cut the cot with a knife.
The cub ate the cob.
He used a pot to putt in.
John likes to eat cod for supper.

Note

1. The sound [ə] is absent from Spanish. The vowel [ə] will sound like either /a/ or /o/ to the Spanish-speaker. The distinction between [a] and [ə] will be difficult for your student to master. He/she will require a lot of practice in hearing the distinction.

Lesson Seventeen

[ə] as in cut and [ow] as in coat

[ə]	[ow]
cut	coat
but	boat
mutt	moat
bun	bone
rust	roast
fun	phone
cup	cope
rub	robe
mud	mode
nut	note
rut	wrote
puck	poke
ton	tone
dumb	dome
come	comb

nut	note
the nut	the note
the nut on the table	the note on the table
He left the nut on the table.	He left the note on the table.

bun	bone
a bun	a bone
found a bun	found a bone
The dog found a bun.	The dog found a bone.

He thought he had found rust on the roast.
The teacher said that the dome was dumb.
The boy liked to have fun with the phone.
The kid threw the mutt into the moat.
She cut her coat with a nail.
He wrote me saying he was in a rut.

Note

1. The vowel [ə] does not occur in Spanish. Your students will confuse this vowel with either [a] or [ow]. You will have to repeat this lesson various times. The distinction is important in English and warrants some time spent on learning the distinction.

Lesson Eighteen

[s] at end of words vs. no final [s] at end of words

no final [s]	final [s]
knee	niece
eye	ice
pea	peace
lay	lace
saw	sauce
my	mice
moo	moose
Kay	case
Lee	lease
die	dice
how	house
pay	pace
gray	grace
tray	trace
may	mace

pea	piece
the pea	the piece
needs the pea	needs the piece
The cook needs the pea.	The cook needs the piece.

eye	ice
my eye	my ice
on my eye	on my ice
a fly on my eye	a fly on my ice
There's a fly on my eye.	There's a fly on my ice.

It's a sharp saw.	It's a sharp sauce.
The Hawaiian lei is pretty.	The Hawaiian lace is pretty.

My aunt has a pretty knee.	My aunt has a pretty niece.

My mice are gray.
How big is your house?
The building is gray and lacks grace.
There's a trace of grease on my tray.

Notes

1. Cuban Spanish either does not have [s] at ends of words, or substitutes an [h] at the end of a word: adiós [adió] or [adióh]. Your students will probably be able to hear the [s] at the end of an English word, but will either not pronounce it or substitute an [h] when they try to repeat such a word. They will require a great deal of practice to learn to pronounce [s] in such cases.

2. It is very important that they learn to pronounce word-final [s] in English since a lot of grammar depends on the presence of this sound in certain circumstances. If you speak Spanish, you might want to ask your students to mimic a Mexican accent--most Mexicans generally pronounce word-final [s].

Lesson Nineteen

No final stop, /b/, and /p/

no final stop	/b/ as in rub and /p/	/p/ as in tap
row	robe	rope
caw		cop
low	lobe	lope
saw	sob	sop
ma	mob	mop
	cob	
	tab	tap
	rib	rip
	sib	sip
	nab	nap
	pub	pup
	cub	cup
	mob	mop
	crib	crip
	lab	lap
row	robe	rope
a long row	a long robe	a long rope
It's a long row.	It's a long robe.	It's a long rope.
	cub	cup
	a little cub	a little cup
	There's a little cub in a cage.	There's a little cup in a cage.

I broke my rib.
I have a rip in my cape.
We saw a row of low buildings.
I got a pup for my birthday.
Use a mop to clean the floor.
The baby is in his crib.
The pup is on my lap.

Notes

1. In general, final stops do not occur at the end of words in Spanish. Once your student is able to distinguish between /t/, /p/ and /k/ at the ends of words, he will next have to distinguish between voiced and voiceless pairs.

2. The exercise begins by contrasting no final stop, /b/ and /p/. He will have a tendency to either drop the /b/ or /p/, or even add an epenthetic vowel (that is, an 'extra' vowel) to the word. The extra vowel might sound like /e/.

3. You can expect your students to have problems distinguishing between /p/ and /b/ at first.

Lesson Twenty

no final stop, /d/ and /t/

no final stop	/d/ as in bad	/t/ as in bat
row	road	wrote
may	made	mate
bay	bayed	bait
knee	need	neat
tie	tide	tight
me	mead	meat
see	seed	seat
tree	treed	treat
Cree	creed	Crete
try	tried	trite
day	Dade	date
	cod	cot
	a cod	a cot
	a small cod	a small cot
	It's a small cod.	It's a small cot.
	seed	seat
	an old seed	an old seat
	They found an old seed.	They found an old seat.
	Jim had the ball.	Jim hit the ball.
	She led me into the office.	She let me into the office.
	The bay was muddy.	The bait was muddy.

I need to write a letter to Ed.
The heavy load made a hole in the road.
May I borrow your bright tie?
I didn't lose weight on the fad diet.
She wrote that the road was terrible.
The boys need a neat apartment.
He took his date to Dade County.
Her mate made some fudge.

Notes

1. Spanish does not have /d/ or /t/ in word-final position (the letter D, however, does occur in final position in Spanish, but it represents a sound similar to the th in English breathe or it is a silent letter for many Cuban Spanish-speakers.) Your students will have a tendency to either not pronounce a /d/ or /t/ in final position, or, they might add an extra vowel after the /d/ or /t/.

2. If your students add an extra vowel at the end of words ending in /t/ or /d/, you might try pronouncing a word like ride both with the extra vowel and contrasting it without the extra vowel. Until your students hear that they are adding an extra vowel, it will be difficult for them to understand your corrections in regard to this particular problem.

Lesson Twenty-One

no final stop, /g/ and /k/

no final stop	/g/ as in lag	/k/ as in lack
Lee	league	leak
law	log	lock
baa	bag	back
bah	bog	bock
	league	leak
	sag	sack
	bag	back
	pig	pick
	nag	knack
	rag	rack
	rig	Rick
	dug	duck
	bug	buck
	lag	lack
	brig	brick
	tag	tack
	a league	a leak
	a major league	a major leak
	This is a major league.	This is a major leak.
	a bug	a buck
	a bug at the zoo	a buck at the zoo
	We saw a bug at the zoo.	We say a buck at the zoo.
	Take it out of the bag.	Take it out of the back.
	We're facing a lag in production	We're facing a lack in production.
	There's a stag in the woods.	There's a stack in the woods.
	I found a tag on the floor.	I found a tack on the floor.

Ask Lee to lock the back door.
A duck sat on a log in the lake.
Is the farmer's pig sick?
That bag of ice has a leak.
I found a brick in the alley.
My apartment has a black rug.

Notes

1. Spanish does not have /g/ and /k/ in word-final positions as a rule. Your students will have difficulty distinguishing between /g/ and /k/ at first in word-final positions. There is the possibility that your students may simply not pronounce final /g/ and /k/, or add an extra vowel at the end of the word.

2. All voiced-voiceless stop contrasts are relatively important to learn well since subsequent pronunciation rules depend on the contrast (such as plural, etc.).

Lesson Twenty-Two

Pre-consonantal [s] as in west

words without pre-consonantal [s]	words with pre-consonantal [s]
boat	boast
bait	baste
back	bask
lip	lisp
wait	waist
wet	west
pat	past
cat	cast
Mack	mask
mat	mast
net	nest
hit	hissed
flack	flask
great	graced
goat	ghost

cat	cast
the cat	the cast
Look at the cat.	Look at the cast.

goat	ghost
a goat	a ghost
I just saw a goat.	I just saw a ghost.

My mice saw a gray cat.
The die is cast.
The moose bit my niece.
My niece has a pretty knee.
The west is not wet.
Mack has a mask.
The ghost scared the goat.
I hit the snake and it hissed at me.

Note

1. Many Cuban dialects of Spanish lack the sound [s] both at the end of words and before consonants, other speakers have an [h] sound instead of an [s] in such positions. Complicating the situation, many speakers of Cuban Spanish alternate between [h] and [s], while others alternate between [ ] and [h], yet others alternate between [h], [s] and [ ]. What all this means is that it is fairly certain that your students will have some problems in producing [s] consistently in both word-final and pre-consonantal positions. You may frequently wish to remind them gently to pronounce [s].

Lesson Twenty-Three

/r/ and /l/ following a vowel

/r/ as in car and cart	/l/ as in bell and belt
bear	bell
peer	peal
core	coal
tear	tell
fire	file
mere	meal
store	stole
wear	well
fired	filed
ford	fold
order	older

The bear was wearing a little bell.
The girl was gazing at a gull.
Put more coal into the fire.
He stole a file from the store.
The old car hit a tall wall.

Notes

1. Some varieties of Cuban Spanish do not distinguish between /r/ and /l/ at the end of words or before another consonant. That is, Spanish words, such pairs as Marta and malta, mar and mal, etc., will be pronounced the same. Most speakers from Havana do make a contrast between /r/ and /l/. Consequently, you should try to see whether your students make a consistent contrast between /r/ and /l/ (you can do this by giving them a minimal pair drill using English pairs, such as bore and bowl).

2. There are certain problems that might come up with English /r/ and /l/. Many Americans do not have /r/ in word-final position or before another consonant. Other Americans may show a trace of word-final /r/ by use of a 'linking' R or by some variety of diphthongization. If you 'drop' your R's, don't expect your students to pronounce them. They should be imitating you. If you do pronounce your R's, keep in mind that you probably produce the r-sound by curling the tip of your tongue back. Spanish r-sounds are produced by flapping or trilling the tap of the tongue.

3. Many Americans pronounce /l/ at the end of a word or before another consonant with a type of sound called 'dark' L. Some Americans pronounce the L so velarized ('dark') that the sound has become vowel-like (vocalization). A vocalized /l/ will sound like a Spanish /u/. Thus, if you pronounce bill with a vocalized final /l/, your Spanish-speaking students will probably hear it as /biо/. Learning to produce a vocalized /l/ in English will not be worth the time since the Spanish equivalent /o/ will be interpreted as /l/ in that position by English-speakers. What is important is that your students distinguish between /l/ and /r/ sounds in word-final positions consistently, however they might make the sounds.

Lesson Twenty-Four

Consonant clusters with /s/ at the beginnings of words

/s/	/sl/	/sp/	/st/	/sn/	/sm/	/sw/	/sk/
sack	slack		stack	snack	smack		
sane	slain	Spain	stain			swain	skein
still		spill	still			swill	skill
soak		spoke	stoke		smoke		
sunk	slunk	spunk	stunk				skunk
		spare	stare	snare		swear	scare

Take up the sack. Take up the slack. Take up the stack.
He's sane. He's slain.
It's sunk. It's stunk.
Don't stare at us. Don't swear at us.
He's soaking in the tub. He's smoking in the tub.
The pigs ate the swill. The pigs ate the spill.
The girl gave the boy a snack. The girl gave the boy a smack.
Old men like to stare. Old men like to swear.

The skunk scared Steven.
After our snack, we smoked a cigarette.
Stephanie spoke too soon.
He's a skillful swimmer.
She slipped in the snow.
They swore they'd drive more carefully.
Slide down the slope on the sled.
The Swede skis better than the Scot.
The swain was slain in Spain.
The skunk stunk and he was scared.

Notes

1. Spanish does not allow initial clusters with /s/. Depending on how your students treat pre-consonantal /s/ (as in este, hasta, etc.), you will probably get the following treatment of /s/ clusters in English: (1) your student will place an epenthetic vowel /e/ before the /s/; (2) they may pronounce the /s/, they may also simply drop the /s/, or they may substitute an h-sound in lieu of the /s/; or (3) they may do any of these substitutions at different times.

2. If your students have an s-sound in preconsonantal position, then you should not bother correcting the epenthetic vowel insertion. They will be understood by English speakers if they say /e/-speak, /e/-Spanish, etc. Of course, this is a sign of a Spanish-speaker speaking English, it is understandable but not worth the time correcting (remember, they have to learn a fair amount of English in order to make themselves understood--there will be time later to correct an accent problem). If your students drop the s-sound, then you will have to teach them to make an s-sound in words like Spain, speak, and spin. Saying /e/-pin instead of spin may not be understood by many English-speakers.

Lesson Twenty-Five

Three-consonant clusters at beginnings of words

/spr/	/spl/	/str/	/skr/
sprain	spleen	strain	scream
spray	splash	straight	screw
spring	splurge	strong	scrub
spray	split	stride	scroll
spread	splinter	strand	screech
spruce	splat	strict	screen
sprout	splinter	string	scratch
sprawl	sprinkle	stretch	scruff

They splashed in the spring.
The spry old man took big strides.
The string kept the puppy from straying.
I need a strand of string.
The scream came from the square.
He screamed when she scratched him.
Ray spread butter on the split-top bread.
The sprinkler strained to splash the lawn.

Note

1. The same problems you encountered with the teaching of clusters beginning with /s/ will apply here. Spanish does not have <u>any</u> clusters beginning with /s/. You can expect an epenthetic vowel to be added to words beginning with /s/ plus two additional consonants. The suggestions made in Lesson Twenty-Four will apply here. (Note, in particular, that some Cuban Spanish-speakers may substitute an <u>h</u>-sound for the /s/, or even 'drop' the <u>s</u> entirely.)

Lesson Twenty-Six

/y/, /j/, and /zh/

/y/	/j/	/j/	/zh/ (as in measure
Yale	jail	major	measure
yellow	Jello	pledger	pleasure
yell	jell	ages	Asia
yes	Jess	page	beige
yolk	joke	Jock	Jacques
yip	gyp		
yacht	jot		

yolk
a bad yolk
That was a bad yolk.

joke
a bad joke
That was a bad joke.

Yale
to Yale
He went to Yale.

jail
to jail
He went to jail.

It was yellow.
It hasn't rained in ages.
Give it to Jock.
What did he say, yes or Jess?

It was Jello.
It hasn't rained in Asia.
Give it to Jacques.

She used up the huge bowl of yellow Jello.
The wedge of onion gave off a pungent odor.
Bad yolks are no jokes.
Jack gypped you yesterday.
John drove his jeep to Yellowstone.
The seizure affects his vision.
Germany and Yugoslavia are both in Europe.
You will have to read the book with the beige pages.

Notes

1. Spanish /y/ can be pronounced with a diversity of forms. These range from a sound similar to English /y/ to /j/ and /zh/. All of these sounds are conditioned by complex rules, and not all necessarily are present in all Cuban dialects of Spanish (in particular the zh-sound as in pleasure may be absent). However, these sounds only occur before a vowel, never at the end of a word. Thus, a word like pledge will give your students particular problems since the sound [j] is new to them in that position.

2. The difference between /y/ and /j/ is a significant one in English.

However, given the noncontrasting nature of these sounds in Spanish, it is likely that your students are going to have many problems learning to distinguish these sounds. Be patient and spend some time on the pronunciation that /j/ and /y/ represent to Spanish-speakers learning English. You may wish to return to this lesson at different times throughout your course. However, do not spend too much time since other parts of the grammar will have to be mastered.

Lesson Twenty-Seven

Final /s/ and /z/

/s/	/z/
niece	knees
ice	eyes
peace	peas
lace	leis
sauce	saws
race	raise
house (noun)	house (verb)
rice	rise
bus	buzz
dice	dies
face	phase
hiss	his
advice	advise
mace	maze
pace	pays

sauce	saws
the sauce	the saws
I need the sauce.	I need the saws.

lace	leis
pretty lace	pretty leis
Hawaiians make pretty lace.	Hawaiians make pretty leis.

face	phase
a different face	a different phase
He's looking for a different face.	He's looking for a different phase.

We saw the place.	We saw the plays.
That's a good price.	That's a good prize.
His knee gave him trouble.	His niece gave him trouble.

He hit his knee on the ice.
The bee made a buzz on the bus.
The first prize was a buzz saw.
What's new in the news?
Did you bring back any leis?
Is Tom putting rice in the drink?

Notes

1. Spanish does not have a contrast between /s/ and /z/. In fact, many Cuban Spanish-speakers may lack the [z] sound entirely. [s] at the end of a word is a particular problem since some speakers may lack such a sound entirely; others may alternate an s-sound with an h-sound. Some speakers (particularly the more educated) may have a consistent [s] sound at the end of a word. You might be able to tell just what kind of problem your student will have by having him pronounce the Spanish words adiós, hasta la vista. Does he have [s] in these words? If so, he will have few problems learning /s/ in English. However, you can expect all Spanish-speakers to have a problem learning the /s/ and /z/ contrast.

2. Written Spanish has the letters S and Z. Both of these letters are pronounced the same when found in the same context. Both letters may be silent in some contexts for some speakers (as in adiós, hasta mañana, etc.).

3. The /s/ and /z/ is very important in English and is well worth the time trying to teach/learn it. Keep in mind that Cuban Spanish may well have both social and dialectal variation in the pronunciation of /s/ in word-final position, making it relatively difficult to learn the /s/ and /a/ distinction in English. You will have to remind your students to pronounce their s's often (as they probably were reminded to do so by their Spanish-speaking teachers teaching them more standard forms of Spanish).

Lesson Twenty-Eight

[ch] and [sh]

[ch]as in chair	[sh] as in share
choose	shoes
chair	share
cheat	sheet
cheese	she's
chew	shoe
chip	ship
cheek	chic
chain	Shane
matching	mashing
crutches	crushes
ditching	dishing
catching	cashing
watching	washing
match	mash
much	mush
batch	bash
latch	lash
watch	wash
ditch	dish
hatch	hash
watching	washing
watching the baby	washing the baby
She's watching the baby.	She's washing the baby.
chair	share
my chair	my share
Take my chair.	Take my share.
It's a cheat.	It's a sheet.
Are you catching the check?	Are you cashing the check?
He's mashing the potatoes.	He's matching the potatoes.
He had to clean the ditch.	He had to clean the dish.

Children shouldn't shout.
Which shoes did you choose?
The teacher is chewing out the cheater.
Charlie shared his cheese with me.
I had peaches and cheese for dinner.
I don't like much mush for breakfast.

Notes

1. [sh] and [ch] do not occur as contrasting units in Spanish. The sound [ch] occurs in all dialects of Cuban Spanish, but only in syllable-initial position. The sound [sh] may occur as a stylistic variant in the speech of some Cubans in place of [ch]--but this is rare. You can expect your students to have problems hearing the difference between [sh] and [ch] at first.

2. Neither [ch] nor [sh] occur at the end of words in Spanish. Your students will most likely substitute [sh] for [ch] saying mush instead of much. However, they will have to learn that the difference between [ch] and [sh] is meaningful in all positions in English. It is also possible that your student may drop sh or ch at the end of words.

Lesson Twenty-Nine

[ð], [d], and [z]

[ð] as in <u>th</u>at	[d] as in <u>d</u>ay	[z] as in <u>z</u>oo
then	den	Zen
breathe	breed	breeze
soothe	sued	Sue's
bathe	bayed	bays
they	day	
their	dare	Zayre

breed
breed quickly
Rabbits breed quickly.

breathe
breathe quickly
Rabbits breathe quickly.

D's are bad marks.
The baby is teething.

These are bad marks.
The baby is teasing.

Bill's a little under the weather.
David and Louise loathe used clothes.
They like those things.
They don't dare go there.
The cool breeze was soothing.
The lion dozed in his den.

Notes

1. Spanish /d/ can be realized as either [ð] or [d]. These sounds do not contrast and will, accordingly, sound the same to the Spanish-speaker. The sound [z] does not occur in Cuban Spanish, although if it does, it would be as an alternate for [s], and would be non-contrasting in any event. English [ð] and [d] contrast with each other and with [z]. These contrasts will be difficult at first first for your students.
2. Word-final [ð], [d] and [z] do not occur generally in Cuban Spanish This will be a source for the problem your students will have with these sounds.

Lesson Thirty

Final Consonant Clusters with [s]

[ps]	[ts]	[ks]
cup/cups	cat/cats	walk/walks
/types	fit/fits	tick/ticks
top/tops	boot/boots	sack/sacks
wipe/wipes	wait/waits	book/books

[fs]	[θs]
cuff/cuffs	path/paths
cough/coughs	myth/myths
laugh/laughs	death/deaths
roof/roofs	

He washed the cup.	He washed the cups.
She hit the ball.	She hits the ball.
It's Walt.	It's Walt's. etc.
The boots fit.	The boot fits.

Notes

1. In this lesson and the following one, we present the consonant clusters that arise with the English plurals (cup-cups), possessives (cat-cat's), present tense forms (wait-waits) and contractions (that-that's). These word-final clusters are a problem for Spanish-speakers since there are no word-final consonant clusters in Spanish. Also, it is a particular problem for many Cuban Spanish-speakers since final /s/ may not be pronounced at all or may be pronounced as an [h].

2. You may wish to deal with the pronunciation of these consonant clusters at the same time you teach the plural forms. Keep in mind that English has three pronunciations for the plural suffix -s: [s] (cats), [z] (dogs) and [əz] (foxes). In presenting the plural /əz/ suffix, first teach words that have the [s] sound, then the [z], finally the [əz] sound. But be sure that your students can hear the different sounds before you actually teach the variant pronunciations.

3. Don't go by the spelling of the plural suffix. Note how es is pronounced in the following words: mates [s], maids [z], churches [əz].

Lesson Thirty-One

Final Consonant Clusters with [z]

[bz]	[dz]	[gz]	[vz]
cab/cabs	bed/beds	bag/bags	love/loves
mob/mobs	kid/kids	dig/digs	give/gives
gab/gabs	need/needs	egg/eggs	save/saves
bib/bibs	read/reads	Greg/Greg's	olive/olives

[z]	[mz]	[nz]	[ngz]
bathe/bathes	swim/swims	son/sons	king/kings
breathe/breathes	lime/limes	pan/pans	wing/wings
clothe/clothes	come/comes	Anne/Anne's	gang/gangs
lathe/lathes	jam/jams	run/runs	song/songs

[rz]

car/cars
chair/chairs
sister/sisters
tear/tears

The bar closed early.	The bars closed early.
He sold the chair.	He sold the chairs.
It's Anne.	It's Anne's.

Note

1. Remember, Spanish lacks [z] sounds. This sound is a very important one to master. Even if you get your students to make only an [s] sound instead of [z], this will be an important step forward, since this sound substitution helps in being understood.

Lesson Thirty-Two

Final Consonant Clusters with [t]

[pt]	[kt]	[cht]	[ft]
hope/hoped	like/liked	watch/watched	cough/coughed
type/typed	bake/baked	pitch/pitched	laugh/laughed
stop/stopped	look/looked	match/matched	goof/goofed
ship/shipped	pick/picked	latch/latched	whiff/whiffed

[θt]	[st]	[sht]
froth/frothed	miss/missed	wish/wished
	promise/promised	wash/washed
	pass/passed	push/pushed
	press/pressed	vanish/vanished

They hope so. They hoped so.
We bake bread. We baked bread.

Notes

1. These consonant clusters, and the ones presented in the following lesson, are those that arise in past and perfect tenses with regular verbs. Like the clusters with [s], they present a particular problem for Cuban Spanish-speakers. First, final clusters do not occur in Spanish, and second, Spanish /d/ and /t/ generally do not occur word-finally in Cuban Spanish.

2. You may wish to present this and the following lesson when you teach the past tense.

3. Note that <u>these</u> clusters with [t] are spelled with -ed.

Lesson Thirty-Three

Final Consonant Clusters with [d]

[bd]	[gd]	[jd]
rob/robbed	beg/begged	damage/damaged
bribe/bribed	sag/sagged	rage/raged
sob/sobbed	mug/mugged	age/aged
rub/rubbed	nag/nagged	rummage/rummaged

[vd]	[ðd]	[zd]
live/lived	smooth/smoothed	use/used
save/saved	breathe/breathed	close/closed
heave/heaved	teeth/teethed	raise/raised
slave/slaved	soothe/soothed	refuse/refused

[md]	[nd]	[ngd]
seem/seemed	listen/listened	bang/banged
name/named	dine/dined	hang/hanged
climb/climbed	open/opened	wing/winged
bomb/bombed	sign/signed	long/longed

They listen to the records.	They listened to the records.
We raise our children.	We raised our children.
They sign the paper.	They signed the paper.

Note

1. Note that Spanish /d/ does not occur in word-final position in Cuban Spanish. This means that your students will tend to 'drop' English /d/ in word-final positions.